CHILD STUDY

A QUARTERLY JOURNAL of PARENT EDUCATION

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CONTENTS

	PAGE
Editorial	2
Family Guidance by Sidonie Matsner Gruenberg	4
Roots in the Past by Aline B. Auerbach and Helen G. Sternau	8
Inside a Consultation Service by Anna W. M. Wolf	10
Science Contributes: Feeding an Infant on a Self-Demand Schedule by Frances P. Simsarian	14
Parents' Questions and Discussion	15
Suggestions for Study: Parents in Perplexity	16
Book Reviews	18
Radio Programs for Children	19
Books of the Year for Children	20
News and Notes	31

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HEADLINES

The perplexities of parents have existed down through the ages. But the growing complexity and insecurity of family relationships today, especially when they are heightened by the pressures of wartime, make more and more people turn to family consultation services for objective guidance.

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Since this issue is devoted mainly to our own Family Guidance and Consultation Service, most of the contributors are very close to the Child Study Association. Dr. Bernard Glueck, psychiatrist, is the director of the Family Guidance and Consultation Service, of which Anna W. M. Wolf is the senior consultant. Sidonie M. Gruenberg is the director, and Aline B. Auerbach is educational associate of the Child Study Association. Helen G. Sternau is editorial associate of CHILD STUDY and editor of the Parents' Question Department. Frances P. Simsarian, who writes the Science Contributes article, is a former psychiatric social worker in the Habit Clinic at Children's Hospital in Washington, D. C., and is now working on a program of foster day care for young children.

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The most recent developments in the thinking about "Children in Wartime" will be the timely subject of the winter issue of CHILD STUDY.

DRIFT AND MASTERY IN HUMAN RELATIONS

WHEN the "cease firing" sounds and this tortured world of ours begins to emerge from the nightmare of World War II, what kind of minds will there be to show us the way to the World of Tomorrow? For those of us whose life occupation has been a deep concern with the human mind, there is ample reason for anxiety over the almost exclusive preoccupation on the part of critics of the contemporary world scene with so-called "forces" they think responsible for the confusions and tragedies of the long armistice between the two World Wars and its inevitable dénouement in the present conflagration. They speak of these "forces" as though they had their source completely independent of that most decisive well-spring of the conduct of mankind, namely, the human mind.

TO BE SURE, some psychiatrists and some publicists have furnished us occasionally with diagnoses of the mental aberrations of a Hitler or a Mussolini, and have come to pay a belated tribute to the significance of "psychological warfare" as an instrument of enslavement of the spirit of man. But, by and large, the mental diet which has been fed us has been in terms of generalizations and vague formulæ which pay little heed to the central objective of all human concern—the conditions which affect the human mind and the interpersonal relations of human beings.

A CANDID, scientific scrutiny of the minds in high places which governed us following those tragic days of the martyrdom of the late President Wilson might throw considerable light on the significant rôle which we as a nation have played in the disastrous events which crowded our days between the death of Wilson and the advent of the New Deal under President Roosevelt. It would reflect also our rôle in the mass frustrations which contributed eventually to the unprecedented release of the counter-hostilities and counter-aggressions which we and our children are obliged to cultivate in order to survive. For, no matter how deep our concern about the World of Tomorrow, there can be no question in our minds about the necessity for an unquestioning adjustment on the part of all of us, here and now, to the requirements of the increasingly pervasive "garrison state" in which we are living, even though we know that our destinies must be largely in the hands of specialists in violence and aggression.

BUT sooner or later there will be a victorious end to this nightmare. When the peace comes, and victor and vanquished alike will be confronted with the dual task of healing their wounds and of justifying to their bruised and bewildered selves the profound stupidity which seduced them into this orgy of self-destruction, will the conditions which affect the minds of men receive the attention due them? Or will we again permit ourselves to sink into a state of aimless drifting such as followed the termination of World War I? Since we are certain to win this war, all the energy, all the wisdom, and all the good-will which is available to us after we have finished with the business of winning the war, must be devoted toward winning the peace.

THE achievement of harmony out of chaos, and the discovery and mastery of the conditions necessary for healthy personal and social adjustment constitute the chief concern of clinical psychiatry. The techniques and insights evolved in this medical specialty have to their credit important achievements in the lives of countless human beings. It would be a great pity and a great folly, too, if the planners of the peace to come did not avail themselves to the fullest extent of these insights and techniques. It would be a wholly unpardonable negligence, too, if the services which the present emergency is calling forth from the field of clinical psychiatry were not immediately supplemented by deliberate efforts toward the development of an Educational Psychiatry. The services of adequately trained psychiatrists should not be absorbed exclusively by the immediate, though indispensable, tasks of sidetracking the unfit from our military services and of caring for those who have become mental and emotional casualties of the war. Their insights and techniques must also, somehow, be made to infiltrate the content of popular education in planning for the future.

IN OUR efforts to win the peace and determine the kind of world we will have to live in, we cannot afford to ignore the known and tested facts and principles which clinical work with frustrated individual lives has established. Somewhere within the framework of the federal government there should be an agency for the promotion on a national scale not only of the curative and clinical aspects of psychiatry but of its affirmative aspects as a philosophy of life. Such an agency would have as one of its primary tasks the popularization of the significance of "fulfillment" and "frustration" alike in individuals and nations. It would aim to achieve a nationwide authoritativeness in defining and guiding the sources and goals of human motivation and the conditions which affect human conduct.

I AM expressing these thoughts in the publication of the Child Study Association of America because it seems to me that the activities of organizations like this might well serve to help define the new "Educational Psychiatry." The men and women everywhere who have devoted their lives to plumbing the sources of human behavior for over half a century, in both clinical and educational activities, could be of great assistance in defining the conditions which make for drift or for mastery in human relations.

BERNARD GLUECK, M.D.

Family Guidance

By SIDONIE MATSNER GRUENBERG

SHALL I take a job that will make a definite contribution to the war effort?

What kind of work am I qualified to do?

How can I arrange for the care of my children while I am at work?

What would be the probable effects of such an arrangement on my home, on the children?

All over the country thousands of women are asking themselves such questions every day. They are asking themselves where they can be of greatest service, and where their responsibilities lie at this time. They are talking these questions over with one another and in many cases seeking professional counsel.

Many different, but equally insistent, problems confront all parents from time to time. Since most men and women know that such problems are basic in family living and must have been met by people throughout the ages, they feel rather diffident about asking help for themselves. It seems to imply personal failure or shortcoming. But parents today have all the common and basic problems highly accentuated by the rapidly changing conditions of modern life, and by the increasing complexity of personal relationships.

Family guidance and consultation services have been growing up in modern times in response to very definite needs. That the needs exist, and that they are both widespread and intense, can be seen in the tremendous response to almost anyone who offers any kind of help in meeting personal problems. At one extreme are various popular radio programs which exploit human misery by presuming to solve an accumulated tangle of difficulties in a few minutes before a public throng. Thousands, actually thousands of people let themselves be barked at, humiliated, or ridiculed and have their most intimate emotions broadcast to the world, only because they cling to a vague hope that out of it will come some help and guidance. At the other extreme are objective, so-called "educational" services, in which counsellors undertake to solve problems by "explaining" them away in purely intellectual terms. And an even greater number of people go to lectures, meetings or courses because they are interested in the announced subject (or think that they should be interested), only to find themselves crowding around the lecturer afterward to ask some question which, though simple in itself, reveals to the sensitive listener a deep perplexity and confusion, a crying out for help.

Perplexity over human relations is of course nothing new, and troubled people have always turned to others for counsel and support. Changes in family patterns (the smaller number of children in most families and the changed status of women) and in social patterns (the greater mobility of the family and its loss of status in the community) have reduced the opportunities for informal advising, whether within the family group or in casual contacts with the more experienced members of the community. Older members of the family are not being turned to so readily, as once they were, for a bit of advice or a heart-to-heart talk, largely because their experiences seem to younger folks so far removed from present day conditions. For a large part of the population churches too have lost their intimate hold, although many religious institutions have recognized the new conditions and are trying to use new resources and procedures to serve their members. Professional work in the medical, educational, and social fields has become so specialized, so remote from the daily interests and comprehension of the general public that its service on a direct friendly and human basis has in large measure disappeared. There still are, naturally, large numbers of doctors, ministers, lawyers, and teachers—to say nothing of grandparents and friends—who do furnish wise counsel and guidance. Their efforts are often very constructive. But such help is no longer generally available, nor is informal counselling likely to be adequate on a large scale.

On the other hand, new features of modern living have multiplied the needs for family guidance a thousandfold, have indeed made it one of the most insistent challenges of our time. All of us have more complex situations to meet and more new kinds of adjustments to make.

While populations have become denser, neighborhood life has actually broken down, so that there is little left of the incidental sort of counsel that adults once received from one another. Very seldom now do people know one another's most intimate personal

affairs, backgrounds, and childhood years. Families and individuals move into a region and indefinitely remain strangers to those around them. This depersonalizing of the neighborhood which is so typical of modern urban life no doubt has certain advantages; but it results in leaving each family pretty much on its own in solving its perplexities. A typical mother of today, for example, doesn't have much chance to learn in the years when her own children are young about the various queer things that fourteen-year-old boys do. She hasn't suffered through the growing pains with her neighbors; she hasn't found out that certain types of behavior are discarded automatically in the course of growing up, nor has she learned a trick or two that may ease the process or make it more bearable. She is suddenly confronted with a creature that she doesn't understand and to whom she hardly feels related.

This breaking up of the neighborhood has been going on for some time, but now the impact of war has speeded up all the processes immeasurably. No one knows how many families have had to pull up their roots in the past year and start over again in a new and strange environment, following either army camps or the springing up of defense plants.

Adolescents have always rebelled against the domination of their elders and against the restraints which the world in general imposed upon them. But in the past, parents had at least a sense of solidarity within their social group, they felt themselves members of an established pattern of life, with accepted rules and customs. They also had the backing of the church and could affirm their beliefs or their authority with a high degree of assurance. Today, when parents are forced more and more to depend upon their own resources, their own personalities, and their own convictions, these resources and personalities and convictions seem to carry less and less weight with the younger generation.

From all sides, loud and often discordant voices have been speaking to our children. The radio, the movies, and now even the funnies seem to influence them more strongly than we, their parents. If parental standards differ sharply from those of the creatures on the silver screen, boys and girls decide very quickly that any deficiency must lie in their parents. After all, parents haven't the glamour of movie stars, the wit of radio comedians, or the courage of the comic-strip heroes.

Another source of parental confusion is the fact that the adolescent today lacks status, or is at any rate in an ambiguous position. In ever-increasing numbers for more than a generation young people have been given greater freedom, but only of the negative kind that merely absolves them of responsibility. They have been given privileges with no need to justify themselves except in the conventional situations of schools and sports. They have retained the status of children while developing adult powers and capacities which they were not permitted to use, and adult desires which they were not permitted to satisfy.

THREE generations of parents have struggled to gain for their children every possible advantage of schooling and culture and training for better living. In the process, vast numbers of these children in their teens found themselves socially and economically as helpless as infants, although inherently as intelligent and capable as their bold and pioneering ancestors at the same ages. These far-reaching cultural transformations are the major sources of the perplexity which adults feel about the adolescent, now suddenly found to be a useful asset in the national war effort.

From the point of view of the perplexed parent, this adolescent appears to be grown up in some ways. He is much more poised and sophisticated than his parents and their contemporaries ever were at the same age. He knows the answers to a million more questions. But when it comes to any test with the concrete realities of our common life he lacks most of the essentials of practical judgment.

Now thousands of mothers and fathers have to face the fact that the protected and inexperienced boys—and many of the girls too—will be inducted into the army and into other essential projects, in industry and commerce and administration. They will hear discussions about the limitations and the capacities of eighteen-nineteen-year-old boys, knowing that many in this group are already men while others are still children; and in any case they will be uncertain and anxious about their own particular sons and daughters. It should be obvious that parents need counsel for their own morale as well as for their practical handling of the problems raised by the nation's needs.

While love of our children and the deepest concern for their welfare can in no sense be considered a product of our own times, in one sense each particular child has become more precious, not only to his parents, but to the community as well. As families have become smaller, with only one or two or three children instead of the six or eight or ten of an earlier generation, there is now less "margin for error." The individual family can no longer endure the disappointments and humiliations of having "black sheep," and

the rest of the world is not so tolerant. It is no longer satisfactory to say that a family has turned out very well "on the whole." In the "average" family there is only Johnny and Susie; and each set of parents wants its own particular Johnny and Susie to be just as healthy and happy and well adjusted as it is possible for any boys and girls to be. And in the meantime the possibilities for attaining maximum results have expanded. Our standards are higher—the kind of health possible, the vigor and vitality possible, the mastery of scholastic and athletic and specialized skills possible for most children are all beyond the accepted "average" of but a few decades ago.

But that's not all. There are not only these inner pressures constantly urging us to obtain the best for our children, there are outside pressures as well. The school, the whole community, urge the parents to get their children glasses, to have their teeth fixed, to give them corrective posture exercises, or coaching in arithmetic, to make use of the facilities of the Child Guidance Bureau. Parents do these things for their children—eagerly, casually, or reluctantly—but, whatever their attitude, at some point they are bound to experience not only disappointment but a sense of failure. They are aware of all the pressures and promises, but feel unable to meet the demands. With so much knowledge about nutrition, education, child psychology, today's children ought to be well nigh perfect; but obviously they're not. We don't know what to expect of our children. We don't even know what to expect of ourselves.

Another important and confusing change of recent times is that in the status of women, especially of mothers. Although any discussion of woman's rights and woman's status sounds decidedly old-fashioned today, women are still confused about their rights and about their place in our civilization. They are far from clear as to what they want out of life, what they may expect, and what their own responsibility is in building a life for themselves and their families. I believe that, unfortunately, to many women the new "freedom" has been a purely negative gain. True, the old martyrdom is out. Women no longer have to subjugate themselves to the demands of their husbands, the needs of their children; neither do they have to slave all day over the household tasks. But at least those women knew what to expect when they got married, they knew what was expected of them, and, in one sense, their martyrdom was "right." Many of today's women don't have even this consolation. They seem to have found new confusions in their new freedom, rather than release.

Women have had opportunities in education opened to them equal to those of the men. Yet no corresponding orientations for the "double life," which woman is required by her very nature to lead, have been developed. A great deal of guidance is necessary here, for the demands upon women as economic and social beings are constantly increasing, while their basic functions as mothers and wives are taken for granted. There is, of course, a great deal of conflicting advice and pressure, with the result that most women who are not rigidly limited in their choices are decidedly confused, if not anxious.

Contradictory advice and appeals have been coming from all sides. On the one hand, firm voices have been declaring that the mother's first duty is to her children, and it has even been suggested that all mothers who stay at home be decorated with armbands proclaiming: "I, too, am serving." But other voices, just as loud and just as authoritative, have been urging women to enter industry, to place their skills and strength and time at their country's disposal. Rumors concerning the drafting of women have also distressed many mothers looking ahead to their own future and the future of their families. Recognizing that women are quite naturally confused as to where their responsibility lies, seven welfare agencies in New York have joined together in offering counsel on problems of mothers going to work, on the care of children during their mothers' absence, and on the effect of such arrangements on children. This joint undertaking indicates a general public recognition of an acute situation that has to be met promptly. But the personal and private problems that remain unrecognized are probably more numerous and more distressing, since the individuals concerned do not know where to turn, or even how to state their needs.

ONE of the major factors in bringing about the need for family counselling is somewhat paradoxical. The very increase in our knowledge, and spread of that knowledge to the general public, have created new problems. Today we know more about human beings than has ever been known before. We know about people's needs, both physical and spiritual. We know how to prevent many ailments and diseases. We understand to a remarkable degree about the individual's reaction to his environment and about the effect of that environment upon him. It is these gains in the sciences and the corresponding improvements in our practices that have increased our resources, raised our standards, and enriched our lives. But they have also created new confusions.

The tremendous contributions made by medicine, psychology, psychiatry, and sociology have been pretty rigidly departmentalized. As a consequence, conclusions of the specialists often contradict one another; and even when they are consistent the lay person finds it difficult to see the connection between one "department" and another. This is illustrated by one of the commonest sources of parents' anxiety—the feeding of children. Those primarily concerned with personality development and the adjustment of children tell parents that a wholesome attitude toward food is extremely important. They therefore warn parents not to force their children to eat, nor even to urge them. Nutritionists, however, whose gospel is getting wider publicity every day, insist strongly on an ever-lengthening chain of vitamin links and on the necessity for minerals and proteins in the diet of a growing child. More and more physicians and writers for the general public are effectively integrating the various specialties. For many parents, however, it often takes a third person to reassure them that the healthy child will naturally consume appropriate quantities of the various food values if he is presented with the proper kinds of food and left to his own appetite.

The creation and spreading of knowledge are both necessary and unavoidable. But the same agencies that carry these social functions forward, especially the educational and welfare agencies, must assume the further responsibility of helping individuals to orient themselves in the maze of new ideas and statistics and the baffling conclusions of the experts.

A further need for family guidance comes from the fact that a large proportion of today's young parents not only have small families themselves but come from small families. They have had more schooling than their parents had, but far less experience in family living. We have, therefore, in the average family more learning handed down through persons with less and less experience to reach fewer and fewer children. Being intensely eager to do all that is humanly possible for their youngsters, and being acutely aware of all that there is to be done, parents find their emotions choked in a bottleneck of frustrations. Driven by strong desires and aspirations, but without a clear understanding of the normal flow of human life from stage to stage, they are unable to direct either themselves or their children.

It is this concern for each individual child, even if at times it is overconcern, that actually opened the door for family counsellors. Parents who were willing, and even eager, to seek help when some question or difficulty about their children presented itself, had a natural reluctance to lay bare to a stranger the more subtle and intimate problems of family life. And it is still the child's problem, in the vast majority of cases, that brings the parent in search of counsel.

Over half the questions brought to the Child Study Association, for example, are by parents seeking factual information. They want to know about schools, camps, eye doctors, or something of a similar nature. Or they may come for a brief talk to check up on procedures at home, to get reassurance, perhaps, or further suggestions about the handling of children. Thus, a mother reports that her three-year-old has reverted to baby habits since the birth of a baby brother. The mother hasn't scolded the child for wetting herself, and she does not insist that she feed herself all the time. Is she doing the right thing? A nine-year-old hates music lessons; should he be allowed to give them up? What recreation facilities does the city offer a fourteen-year-old boy after school?

We know, of course, that many of these "simple" situations cloak a nest of deeper problems; but a large proportion of these parents are well balanced and competent. A wise and experienced counsellor recognizes that there are many relatively simple questions that can be dealt with simply. Parents with such inquiries are not subjected to deep probing unless they themselves seem to invite it. But it is for the counsellor to find out what the question means. He must learn to listen to the questioner as well as to the question, to hear all that it is impossible to say, as well as to what is easily put into words.

SOMETIMES the most objective question will bring to light a complex family situation or a deep-seated antagonism. One mother, for example, who recently came to the Child Study Association for a book list revealed to the counsellor, through the tone of her voice, her facial expression, and an occasional remark, that she was so eager about the book list because she hoped that it would keep her thirteen-year-old daughter from going to the movies so much. And it further developed that going to the movies was only one of a dozen things that she desperately wished her daughter would not do.

Questions about summer camps and nursery schools may be merely requests for information. But they may also manifest only partially realized desires for reassurance that these institutions are actually beneficial to boys and girls, or that they are not merely a way of freeing oneself from the task of constantly supervising one's children.

(*Continued on page 27*)

Roots in the Past

By ALINE B. AUERBACH and HELEN G. STERNAU

HEALTHY institutions are not unlike human personalities. They grow and change in response to internal needs and external pressures—each change resulting, in turn, in new experiences, new insights, and further change.

By just such a dynamic process has the Family Guidance and Consultation Service developed as an integral part of the Child Study Association of America, growing naturally in answer to needs coming out of its educational program, and exerting, in turn, a continuous influence on the nature and philosophy of the whole Association. One must, then, turn back to the early days of the Association and trace its history in order to understand fully the work of its Consultation Service today.

More than fifty years ago—in 1888—a little group of earnest parents began meeting regularly for study and discussion—seeking in Plato, Rousseau, and Froebel some light and inspiration for the guidance of their own children. That was the birth of the Child Study Association of America. In those days it was known as the Society for the Study of Child Nature. The "founding mothers" were all members of the Society for Ethical Culture, and their work began under the inspiration and guidance of its first leader—Felix Adler. While we may smile at the intensely moralistic tone which pervaded their early discussions, we cannot but appreciate their courageous pioneer quest for enlightenment and the very genuine respect for individual personality which characterized this group. This has been the priceless heritage of the Association, accounting, perhaps, for a unique spirit which has always permeated its work.

"Is it wrong," these mothers debated in the early 1900's, "to secure obedience by so framing our requests that they will fall in with the child's moods?" And again, "How can we guard a little child from the bad example of little associates without encouraging priggishness?" One of the safeguards suggested, as the secretary duly recorded, was "to dwell on the child's own faults."

How quaint and old-fashioned that sounds today. But in those same early discussions we find examples of the most modern insight. "There is no book of rules for the proper bringing up of children," said the president of the Society in 1896, "nor any for training them to proper habits from which they will not depart in later years." Shades of the behaviorists! But we would certainly say Amen to that today. The minutes of a 1905 meeting contain another thoroughly modern statement: "We must study each child to see what is best for it, for what is meat for one may be poison for another. Even children brought up under apparently the same environment and the same influences at about the same time, differ so markedly that different methods for their upbringing must be used."

From the same period come records of a serious discussion of sex education. The conclusions are a bit naïve and optimistic, to be sure. Telling the child the "facts of life" was to solve, once and for all, the problem of sex curiosity. We may not agree that "the question, then, is out of their minds and they don't think further of it." But think of the courageous attitude to face the problem at all in 1905!

Not many years later—in 1913 or 1914—a parent's report on study group activity ends with these words: "The study of child nature is, at the last analysis, a study of human nature. While you learn to know your child you come to know yourself. There is no short cut; there can be no evasion. To learn how rightly to help your child to its best development means constant self-discipline."

This happened fifteen years before the establishment of the Consultation Service. The tone at that time was still moralistic, to be sure, with the burden of guilt shifting from child to parent, but the trend toward a psychiatric approach was already clear.

Great changes had been going on in the Association in the meantime. The original little group had developed into an organization of many chapters and other child study clubs were springing up all over the country. In 1908 these were bound together in a loosely federated organization and the Society for the Study of Child Nature became the Federation for Child Study. While much of its work was still centered in study groups for parents, the Federation rapidly developed a broader educational program, interpreting scientific findings from many fields for the benefit of individuals and groups interested in children and family problems. The everyday problems of everyday parents were considered in the light of current psychological, medical, educational, and sociological research. And, one might add, the findings of the scientists were subjected to some of the practical

tests of human experience. This, in general, was the status of the work at the beginning of the First World War.

When wartime conditions dramatically focussed public attention on the needs of underprivileged children, the Federation for Child Study undertook a program of summer play schools in slum districts. Gradually the community as a whole has become more aware of these needs, and public and private cooperation have expanded the scope of this program in many directions. Finally, after some twenty years of growth within the parent organization, this branch of the association's activities was split off—to function independently as the Summer Play Schools Association. But the Child Study Association, itself, continues to experiment with services needed by underprivileged groups and to cooperate with agencies throughout the child welfare field.

Immediately after the first World War—and in part, at least, as a result of the impetus it supplied—the scientific study of children made great strides in this country. Because parents, teachers, and social workers needed help in sifting and interpreting the avalanche of new material on child development, progressive education, mental testing, and clinical psychology, the need for trained leadership in parent education grew acute. So, in 1923, the Laura Spellman Rockefeller Fund granted a substantial subsidy to the Federation for Child Study to expand its services, leadership training facilities, and publication program. (These grants were continued until 1936.)

Reorganized in 1924 as the Child Study Association of America, the organization was now in a position to make its influence count strongly in the parent education movement. Those earnest mothers of the 'eighties had produced an amazingly lusty offspring—modern and new in its ways and inclined to smile condescendingly at its forebears—but still deeply imbued with the best of their spiritual heritage.

This was the period when the influence of the academic psychologists was at its height in parent education, and the extravagant claims of the behaviorists were widely accepted. There was a great deal of talk about "habits and training," a great deal of stress on book knowledge and techniques—a serious underestimation of the emotional aspects of family life. While the Child Study Association of America showed some traces of this influence, its early responsiveness to psychiatry—and to the psychoanalytic movement in particular—saved it from the excesses that characterized much of the writing and teaching of this period. It continued to place its major emphasis on relationships within the family and to respect the unique quality of individual personality.

Even before 1920, when psychoanalysis was still not generally recognized, the Federation for Child Study had offered the first series of psychoanalytic lectures to its members, and had organized a regular seminar for its staff, under the leadership of Dr. Bernard Glueck. As time went on, staff and membership alike were increasingly influenced by the psychiatric point of view.

Clearly the dynamic spirit of the early founders was active still, demanding a courageous search for light wherever light was to be found. Paradoxically enough, it was precisely their moral earnestness and sincere concern for human betterment which led this group to the realms of psychiatry, and, therefore, inevitably away from the moralistic approach to human problems. Psychiatric insight led them away, too, from their exaggerated faith in the intellect and toward a renewed respect for feeling as a guide in human relations. As appreciation of the deeper sources of behavior increased, and the emphasis in parent education shifted, the need for some form of psychiatric service to ordinary parents was recognized.

In a way, the whole parent education movement had lived through those very stages of development which so typically characterize the education of the individual parent. The young mother comes at first for specific advice, and expects to be taught definite rules as to just what to say and do. Gradually she learns to consider relationships and causes, to examine her own attitudes and feelings and to understand those of her children.

THE line between education and therapy is, at best, a shadowy one. Who shall say just where one ends and the other begins? Certainly education in human relations cannot be effective without an investigation of the attitudes behind behavior—and just as certainly such an exploration will frequently bring to light problems too personal or too deep-seated for group discussion. Quite naturally, then, as the Child Study Association increased the depth and effectiveness of its educational work, the need for some form of individual counselling became more and more apparent among its members. Here was a magnificent opportunity for preventive psychiatry—if these ordinary problems could be handled in their earliest stages, as soon as the desire for help was articulate.

For obvious reasons—financial and emotional—such problems seldom reached the private psychiatrist or

(*Continued on page 27*)

Inside a Consultation Service

By ANNA W. M. WOLF

WHY do parents come to a consultation service, and what sort of problems do they bring? There is no end to the range of problems brought to the Consultation Service of the Child Study Association. Parents want to know whether to let the baby go ahead and suck his thumb (a sister-in-law prescribed thumbguards), the best way to tell a three-year-old that a "blessed event" is about to take place in the family, and whether a thirteen-year-old should be permitted to use lipstick. Such problems are not always as trivial as they seem. They may be merely the starting point for all sorts of revelations of deeper-lying matters.

For example, the mother of the thumb-sucking baby has also a bad case of sister-in-law trouble. Her husband, the youngest in his family, has been dominated by this same elder sister all his life. Her continuous intrusions make for definite tensions in their own married life, which in turn affect their attitude toward the baby.

The thirteen-year-old wants lots more than lipstick. She is at loggerheads with her parents in all sorts of ways, especially with her father, who was brought up by old-fashioned, "strict" methods and doesn't understand the younger generation at all. For years the mother has been playing the rôle of mediator between them, but she is never quite sure who is right in the many disputes that arise.

As for the mother of the three-year-old, now expecting a new baby, it may turn out here, as it does in many cases, that there aren't any special subsurface problems—at least none that are crying for attention. She and her husband get along smoothly and have a good grasp of what their children are likely to need. She just wants to anticipate, if she can, some of the problems that may arise in connection with the new baby, especially to do whatever possible to make it easy for her boy to accept the addition to the family.

On the other hand, some problem may be very painful, and often the mother knows it when she comes to the consultation service. In one family, for example, matters are going from bad to worse. The mother feels she has done her best—and failed. She is living under unbearable tension because her husband blames her for the children's disorganization and an unhappy home. She is desperately hunting for someone on whom she can lean, at least temporarily. What she needs is someone in a position of authority whose judgment can be trusted and yet will see things from her point of view—someone who will give help and practical advice, and to whom she can freely confess all the mistakes she has made and reveal her weaknesses without fear of blame.

Nowadays there are an increasing number of problems produced by the war. Right after Pearl Harbor, parents were confused about what to tell their children, especially the younger ones. How could they be warned of real dangers and instructed in the right precautions without arousing too great anxiety? How could parents explain war and killing to children and yet reconcile such things with everything else they were trying to teach? Was it wise, or even possible, to protect children from knowing too much about the war? What effect was there likely to be on a child whose older brother or father was in the service? Today there are an increasing number of women who want a chance to talk over problems involving the family in wartime.

The counsellor has to be ready for any one of these situations. She must be able to size matters up quickly enough to form an opinion of what the mother who comes needs immediately, so that she may go home feeling, momentarily at least, hopeful. Second, the counsellor must decide whether there are likely to be long-range requirements, and, if so, to prepare the way for the family's acceptance of the kind of help which cannot be given in an hour. Many situations will require time and a closer understanding of all that is going on, if real help is to be given.

Here,* for example, is a situation which seemingly developed from the war but where the roots go much further back:

A mother whose husband is an instructor in the air force found help at first just in the chance to talk over in the Consultation Service some of the problems that the father's going seemed to produce in her ten-year-old boy. Later it became clear that her own problems in connection with her husband being away were equally important.

The boy had always been interested in airplanes and adventure, but since the father's going these things seemed to have become an obsession. He devoted all his spare hours to studying every possible model, to detailed magazine accounts of air strategy, to hair-raising radio programs and to news-reels of the war. He seemed to live only for the day when he, too, might become a pilot. His mother

** Some of the case material presented in this article has been prepared with the collaboration of Dr. Peter Blos.*

wondered whether all this stimulation and preoccupation with war and killing was healthy. What should she do about it? As soon as her husband left, she herself had become immersed in a responsible war job. She felt she needed to keep busy, but now she began to worry whether she might be neglecting the boy.

The more this situation was studied the clearer it became that it was not the war situation alone that produced the problem. The boy's relation to his parents before the war, and the marriage relation in itself were basic factors that needed thinking through and understanding. With further understanding the mother began to see that the boy needed a strong dose of war-play, but that if his life were to become better rounded and more generally satisfying he needed also a more intimate quality in his relation to his mother. In spite of having been "good friends" there had always been a subtle barrier between these two. Facing it for the first time and understanding the reasons for it, this mother took a new step in her own development and in her relation to her son. Without giving up her own work or attempting to curtail the boy's absorption in the war, she nevertheless began to have a far more satisfying relation to the boy and to cultivate his interests and companionship. As the relationship developed, his extreme concern with the war became less obsessive and his whole character less anxious and tense; his social attitude became freer and far more outgoing toward people in general.

When some parents come to the counsellor it is because they have an immediate problem on their minds. For example, a child has "taken something," has failed in school, has been discovered in some sex episode. More often the trouble is chronic and less acute. A child is a poor eater, wets his bed, quarrels, and is jealous of another member of the family. And the most common trouble, and usually in combination with many other complaints, is that the child is "negative," won't cooperate, and is "out of hand" so far as any discipline goes.

To avoid confusion and waiting, all interviews are made by appointment. The mother or father is asked not to bring the child for the first interview, because the counsellor will want to hear the background first before deciding how best to proceed. At the appointed time, the secretary to the Service receives the parent in the Association's library—a pleasant room, where there are books for parents, comfortable chairs and tables, and where children's toys, books, and pictures are on display. A few preliminary facts are recorded by the secretary, after which the parent is introduced to the counsellor in a private room somewhat separated from the rest of the office.

The interview is kept informal and friendly. The counsellor believes that parents should talk freely and easily and at as great length as they feel. They do not have to be systematic in presenting the problem. No notes are taken during the interview, except occasionally the name of a doctor, or a medical diagnosis, or a date of importance. Facts, however, rarely have as much importance as feelings, and the counsellor is much more eager to encourage a mother to tell, with less and less restraint, just how she feels toward the various members of her family, and what hopes and aspirations she has brought to the whole matter of marriage and parenthood out of her own childhood. These things prove more significant than accurate chronological data. Facts, of course, are important, too, but they can be pieced together bit by bit out of incidents divulged at later interviews. During early interviews the mother is helped to feel comfortable; she is reassured that the problem, whatever it is, is not "silly," but well worth talking over, and carries away with her the feeling that the counsellor not only knows children but knows human beings and their problems as adults as well. The mother is never made to feel that it is "all her fault." If it is true that "back of every problem child there is a problem parent," the mother will have ample time in the subsequent interviews to discover her own problems for herself. Gradually, and without any thought of "blame," she is led to discuss herself and her life, and to see with clearer and clearer insight the results of the impact of various personalities on each other. At no time need she go away feeling "spanked." On the contrary, she leaves feeling relieved because help is in sight and because here, at last, is someone who does not make her feel that as a parent she is a hopeless mess.

Here is a situation that repeats itself a hundred times and where help can easily be given:

Mrs. B. came from a home where punishments were frequent and there was little tolerance for children's growing pains. Her relation to her father was cold and for the sake of peace her mother always took her side. The home atmosphere was so unsympathetic that Mrs. B. married mainly to get away from it. She resolved that in her own home this unhappiness should never be repeated. She wanted everything to be loving and reasonable. Children should be free to "express themselves." She had no experience to guide her into finding the kind of firmness that can be administered with understanding and good humor. For her there were only two possible ways with children—to punish and correct them, or to give in. She vacillated between the two.

As for her husband, his attitude was largely that the children were her business, just as his job was his, and that when something went wrong in the family it was up to her to "fix it." He reserved the right to criticize but did not really help much. He believed that the older child now needed systematic punishments every time he misbehaved, and that this could not fail to cure his growing obstreperousness. To Mrs. B. this meant relinquishing her long

held passionate wish that her children should have a better relation with their parents than she had had with hers—it meant a final surrender to her own father and his ways after all those silent years of submission and resentment. She fought the idea, therefore, but the older boy's misbehavior was an inescapable reminder of her failure.

In the course of her interviews with the counsellor, Mrs. B. poured forth much pent-up feeling about her own childhood unhappiness. She began to see certain injustices she had committed toward her own husband, using him as a means of escape for herself, and viewing the children's well-being as the only important thing in their lives. For the first time she began to regard the problems and disappointments in *his* life as comparable to her own. As for the small boy who behaved so badly, she began to see how his relations to the younger child had resulted first in jealousy and misbehavior, and later, when nobody understood the jealousy or was able to keep the misbehavior within bounds, to increasing intoxication with his own power.

The counsellor saw both father and mother and suggested that wherever possible each should spend more time alone with the more difficult child, doing things together that he enjoyed and that they could enjoy together. Fifteen minutes a day in which a discontented, "picked on," uncontrolled child might feel that his parents enjoyed his society and shared his interests completely was a necessary first step. With plenty of chance for friendly contacts, the parent is in a position to launch firmer, swifter controls—no punishments, no lectures, no arguments. A brief explanation, a moment to adjust, and then the bath or the bed hour or the hand wash or the courteous treatment of a guest is quietly insisted on. The child who has plenty of good times with his parents can accept and welcome such controls. During a series of interviews, Mrs. B. learned no formula for doing these things, but absorbed, rather, a new feeling for how children may be both enjoyed for what they are and controlled quietly, as indeed they want to be, when they cannot control themselves.

The Consultation Service is continuously under the supervision of a physician—a psychiatrist, who meets periodically with the staff, advises on more complex cases, and in some instances takes over the case for diagnosis, or even for treatment where it seems advisable. All the counsellors are themselves married and have families of their own. In addition they have had experience with parents in group discussions, and some in psychiatric social work. They have thorough academic training in sociology, education, psychology, biology; they are also closely acquainted with psychoanalysis, having had in most cases a personal analysis as well as theoretical study in this field. Psychoanalysis as such, however, is not practiced in the Consultation Service. The counsellor may have a strong impression of the unconscious forces within a personality moulding the events in family life, but no attempt is made to communicate these to the parent directly. There is, however, a good deal of reality-facing and self-discovery made possible on a level far deeper than most parents have been accustomed to, and it is these new insights which are most fruitful in yielding lasting improvements.

After one or two interviews with a mother the counsellor may ask to see the child, too, if this seems necessary in order to complete the impression of what is going on, or if the parents wish it. Wherever possible, she makes an appointment to see the father, too, both for the sake of rounding out the picture and also to draw him into the situation, to sharpen his interest in what his wife is up against and the part he can play in a happy outcome. After these preliminary interviews, the counsellor makes a more long-term recommendation. An arrangement may be made whereby the mother comes for weekly interviews lasting throughout the season. Or the child comes for a series of guidance interviews or play periods.

Not all cases are suitable for the kind of help which the Consultation Service offers. Some are referred to whatever agency or individual is best qualified to give the service needed. The Consultation Service is not a case-work agency in the usual sense of this term. Home visiting is done in only a limited number of cases for specific purposes and for a brief period. Families in which problems are closely bound up with financial inadequacy, marked physical or mental pathology, where education is limited and where delinquency and social inadequacy play a leading rôle, are referred elsewhere. This service emphasizes *prevention* of serious behavior disorders and devotes itself to the large body of middle income families whose problems are none the less real because they will never run afoul of the law, and to whom guidance and advice at a moment of stress may make a vast difference for their whole future.

The following brief summaries are typical of a group of cases where the parents came for help on specific problems which were treated on that basis:

Mrs. G. complained of constant scenes in the morning because her seven-year-old daughter would not eat her breakfast and was late to school as a consequence. She refused milk, cereal, eggs and toast—wanted only orange juice. The mother declared the child was sure to be weak from hunger if allowed to leave home on such an empty stomach. She was advised against forcing the child to eat more than she wanted and assured that no serious consequences would follow. If she wanted to, the child might have a chocolate bar to nibble on during the morning. The mother was aghast but agreed to try it. After a week she reported that the child left the house after "eating nothing." Yet she did not seem fatigued. After a month of such "relaxed" treatment, the child "eats quite a good breakfast." The whole family was relieved that the breakfast table scenes are a thing of the past.

A two-year-old wets himself in the daytime and was very resistant to night training. The mother had read books which said that training should be started at four months and children should be entirely dry at a year. As she was also under severe criticism from a friend for her negligence, she had been punishing and threatening the child in an effort to make him dry. She was counselled to discontinue these practices and told that many children had accidents at two. The advisability of deferring the training process until much later was brought to her attention. Three months later she returned to say that the whole matter had cleared up. After a brief period of violent wetting when punishment was discontinued—the child "seemed to train himself." He is still wet at night but she is not concerned about that.

The following represent a smaller group of children who need more intensive psychotherapy than can be given here. Whenever the parents have the funds, they are referred to private psychiatrists; otherwise they are directed to psychiatric case-work agencies.

A girl aged ten had lived alone with her mother since the divorce between the parents when she was two. The little girl was defiant and abusive to her mother and other relatives, expressed the most venomous hate, threatened to commit suicide. Recently she had developed a phobia in connection with her mother ever leaving her alone, sobbing and becoming panicky. She expressed a strong desire to be a boy and at one period in her development had refused to wear other than boy's clothes. Abusiveness and defiance of her mother alternated with passionate devotion and strong erotic demonstrations. The mother was weak and easily terrorized by the child and followed an appeasement policy which got her nowhere. The child was placed in psychoanalytic treatment.

A girl aged twelve, of high intelligence and artistic gifts, was failing at school and in social relations because of excessive preoccupation with sexual matters, in "running after boys," and continuous sex-talk and questioning of anyone who would listen to her. She was referred to a psychiatrist for diagnosis and given the psychoanalytic treatment recommended.

There are also certain cases where the parents themselves need psychiatric treatment. As in the case of children, attempts are always made to direct those who do not have the funds to public agencies.

A mother came for advice concerning a twelve-year-old girl who was masturbating. She was frightened at all the implications and had been told by physician to spank the child whenever this occurred. At the Consultation Service she was urged to discontinue this punishment and to give the child reassurance that there would be no serious consequences in the future. The mother was urged to direct her attention to building up a more generally satisfactory life for the child.

In the course of the interviews, Mrs. X. admitted to deep disturbances in her own life—continuous unjustified weeping, ritualistic washing, and other symptoms. All this was combined with great depression. She was eager for psychiatric treatment but wanted the consent of her husband. The latter, who knew nothing of psychiatry but was vaguely apprehensive of it, was seen by the counsellor and the matter discussed with him. As a result he felt much reassured. He gave his consent and a psychiatrist of excellent standing recommended by the Consultation Service has undertaken treatment.

Many of the parents who come to the Consultation Service come only for a single interview. In many cases, too, it seems unnecessary to see the child more than briefly. In others, however, children are seen frequently for more intensive treatment. Out of 238 cases, thirty children were seen for interviews and guidance during periods ranging from eight weeks to eighteen months.

Here, for example, is a case in which the counsellor limited the contacts almost exclusively to the child instead of the parents:

With this adolescent boy of fourteen and a half, it seemed advisable to keep family and school contacts at a minimum—enough to assure their cooperation but to work out the problem of his adjustment with the boy himself through the relationship between him and the man counsellor. However, the parents did cooperate and accepted suggestions for better management at home.

Fred's parents came to the Consultation Service in a state of complete helplessness. They had tried everything—persuasion, patience, threat, deprivation, spanking—before they felt that they had to turn to a stranger for advice. However, because they are an extremely earnest couple of good educational background, they did come to realize that Fred's difficulties had reached a point where they could no longer cope with them.

Fred had been a fairly easy young child; his parents said he had never given them any cause to worry. Both parents were extremely fond of the boy and rather proud of his accomplishments, for he had been at the head of his class for many years. All this had changed during the last year. Fred gradually fell down in his work, teachers began to complain about his laziness and his lack of interest. He became so interested in funnies, Western magazines and movies that he neglected all his other activities. He was constantly demanding money. When the family refused him, he began to take money at home and at school. He had bought about two hundred magazines during the last month, keeping them hidden in his room. He lied to his parents, started to "play hooky" and soon became completely unmanageable. Instead of going to school he went to motion picture houses and sat there during most of the day. The rest of the time he spent alone reading or—if he could afford it—eating sundaes and fancy club sandwiches. He had lost all his friends and was evidently living in an imaginary world of his own.

Fred was a healthy boy although somewhat pudgy and short for his age. He had flat feet which put him at a disadvantage on the playground, and he hated athletics. He

(*Continued on page 28*)

Science Contributes

FEEDING AN INFANT ON A SELF-DEMAND SCHEDULE

A Record of the First Twelve Weeks of Life.[1]

By FRANCES P. SIMSARIAN

BEFORE becoming a mother myself I had the invaluable experience of working in a Habit Clinic for young children, where I saw at first hand the prevalence of feeding difficulties among children. I became convinced that in many instances these problems are caused by the accepted methods of feeding young children. I gained faith in the rightness of Dr. Aldrich's statement that a baby needs ". . . to eat, sleep, and eliminate according to his own individual rhythms rather than by those imposed by arbitrary régimes. . . ." [2]

So in planning for the arrival of my own baby, my pediatrician, Dr. P. A. McLendon, and I set up what we considered an optimum program for the baby's physical and emotional welfare. The methods we proposed to use were simple, almost primitive. The baby was to be allowed to nurse whenever he wanted to, for as long a time as he showed interest in nursing, and to take as much or as little at each feeding as he desired. The results of this program were extremely gratifying, and we are still employing the same principles, although the baby is now a thriving toddler.

Here, however, I shall discuss only the first twelve weeks of the baby's response to this method of handling. Immediately after birth my baby was comfortably established, not in the hospital nursery but in the same room with me. This was done in order that our self-demand program might begin on the baby's first day of life. I look back now with pleasure to these first days that we spent together in the hospital, and wonder why we mothers are usually reconciled to missing the fun of observing a baby's growth and development from the very first day. It was so satisfying for me to be able to look at him and see how well he was doing—not crying prolongedly in the nursery until the time rolled around for him to be brought in, half exhausted, for a feeding. I had wondered a bit, in spite of all my "reading up," if I would really know when he was hungry and ought to be fed. But I found, much to my relief, that in this intimate association of the hospital room I came to know him thoroughly, and soon knew intuitively whether he wanted food or merely needed to be turned over.

How hungry he was! What a surprising amount of eating he did during these early weeks! He took all of fifty-four feedings during his first week, increasing the number from three on his first day to as many as eleven on the fifth day—when he was especially hungry, and I still did not have my complete supply of breast milk. But my pediatrician and I had previously agreed that supplementary bottle feedings would be withheld until it should become imperative to give them. By withholding these supplementary feedings we avoided dulling his appetite and thus lessening his interest in nursing vigorously at the breast. We believed this vigorous nursing was essential if my baby was to become the breast-fed baby that we so much wanted. I was prepared for the fact that under this régime of waiting for a supply of breast milk to develop naturally the baby might lose more weight than usual, so I was not worried when he lost twelve ounces during this period, dropping from a birth weight of nine pounds ten ounces.

Our confidence was justified because during the second week he reduced his feedings to a total of fifty and began, toward the end of the week, to settle down to only six daily feedings of breast milk. During the weeks that followed he continued, with minor fluctuations, to reduce the number of his feedings. In fact, by the ninth week he amazed us all on four days of the week by asking for only four feedings and by sleeping continuously for periods of twelve to thirteen hours. When this happened, I interfered for the first time with his natural eating and sleeping cycles by beginning the practice of awakening him for a feeding just before my bedtime. This late feeding eliminated the early morning feeding, and from this point on I unfailingly had a full night's sleep. The baby followed a five-feedings-a-day schedule, with only minor fluctuations from day to day in the time required for each feeding.

Our program did not spoil the baby, as my skeptical friends had predicted. In ten short weeks he had adjusted himself—with the only external influence that of being awakened for the late feeding—comfortably and easily to the routines of his environment. For me this was a satisfying method of raising a baby. To

(*Continued on page 29*)

[1] For a detailed presentation of this material, see Simsarian and McLendon, *Journal of Pediatrics*, vol. 20: p. 93, 1942.
[2] Aldrich, C. Anderson, *Journal of Pediatrics*, vol. 15: p. 578, 1939.

Parents' Questions and Discussion

The questions published here are selected and discussed by the staff of the Child Study Association, and the answers written by various members. The department is edited by Helen G. Sternau.

Aren't parents making a big mistake to take their children so seriously? Isn't there a good chance that psychiatrists and so-called experts do more harm than good? Most of us probably had grandparents who raised eight or nine children without all this fuss and bother. Aren't we losing our perspective? I think parents need common sense and humor more than anything else. It seems to me it's the lack of these things that produce most problem children.

Nobody doubts that common sense and humor are invaluable possessions in any family, but it's absurd to say that these things are all that it takes to raise children and that they can solve all human problems. Common sense is often ridiculously overrated—and by those who possess it least. Uncommon sense—expert knowledge—has played the major part in human progress. Common sense never discovered that the world was round, or eliminated smallpox, or found that microorganisms cause disease, or taught us to fly. All these discoveries had to buck the common sense of their day before they were accepted. It's probable that your grandmother, though she bore eight or nine children, raised only three or four. Science, not common sense, has saved the lives of countless children, and is responsible for the enormous reductions in infant mortality in the last century.

If psychiatry has a black eye, it is perhaps because in its early days it dealt exclusively with the mentally deranged, and, being a branch of medicine, seemed to be concerned only with illness. Actually its field is wider. More and more we are recognizing that the problem of human unhappiness is the biggest problem with which the future has to cope. Despite all that religion, philosophy, economic opportunity, and common sense can accomplish, there still remains a large residue of people who have not been saved by these things from lives of neurotic misery.

This is the problem that psychiatry has taken for its province. Parents, of all people, should be the last to be content with "good enough" where their children's life adjustment is concerned, the first to seek fearlessly for whatever help science now can render.

Those who know children best realize that they do not all "outgrow" their difficulties of adjustment, or the unhappiness from which they suffer, as often as we like to think. Nor is common sense an infallible cure. There are certain conditions in childhood, as well as moments in the lives of normal adult human beings, when skilled insight and expert therapy may make the most fundamental changes for the better.

Of course, I was proud when my husband volunteered for the Army Medical Corps, but I'm finding it very hard to bring up a family by myself. There's money enough—it's not that. But there are so many everyday problems that my husband and I used to talk over and settle together. Should I send Jane to nursery school? Ought I be stricter with Dan about his lessons? Am I really "too soft" with both of them, as my mother-in-law has been hinting? I'm not sure of myself any more, and that makes me jumpy with the children. Can you suggest some books that might help me?

We can send you a list of books, of course, but maybe that isn't what you really want just now. It's easy to understand how much you miss the chance to discuss everyday problems with your husband. Talking things over that way does help so much to clarify our thinking and to steady our feelings, too. But if you have different ideas of discipline, your mother-in-law probably wouldn't make a very helpful person with whom to discuss your family problems. Of course, no one can quite take the place of your husband, but an experienced family counsellor would be a good second-best for an occasional friendly session on family problems. Why don't you take advantage of a good consultation service if there is one in your town? That would help you more than books, and we would be glad to help you find one.

My son Johnny is six years old. Three months ago he began to stutter. It keeps getting worse. Our family doctor wants me to take the boy to a psychiatrist or child guidance specialist. But I'm afraid it will make Johnny feel singled out and different. Wouldn't it be better to wait and see if he outgrows the habit?

Your doctor's advice seems very wise to me. Sudden attacks of stuttering ordinarily arise

from some emotional upset. If the trouble is discovered promptly, the child can often be relieved of the hampering speech defect and also of the emotional difficulty which lies behind it. But the pattern becomes harder and harder to break as time goes on.

The stuttering itself is apt to make Johnny feel self-conscious and "different." Visits to a psychiatrist or guidance specialist need not trouble him at all, unless your yourself are secretive or shamefaced about them. If you can treat the occasion just as you would an ordinary trip to the oculist or pediatrician, the child will accept your attitude.

In any case, it would be better for you to make the first visit yourself, without the child. The specialist will want to discuss the whole problem with you to get the background. He may even decide to work through you entirely. After your first visit I'm sure the whole matter will seem much less threatening—and therefore easier to handle with your boy.

My husband and I have been so unhappy together, the situation getting worse and worse, that we have finally faced the possibility of divorce. But one thing is holding us back. We are worried about the effect on our two boys of eight and eleven. We both feel resentful and upset, and we can't agree on any arrangement for the children. Do you think we should stay together for their sake?

A situation like yours is so complex that it is impossible to give any simple answer without knowing more details. It would be wise, I believe, for you and your husband to discuss your problems with a trained guidance counsellor. Married couples often get real help by talking things over in this way. They begin to understand how their personalities and backgrounds may have contributed to their misunderstandings. On the basis of this new insight into themselves, they are sometimes able to save their marriage. Often, of course, they find that their difficulties are too deep to be solved and they decide to go ahead with a divorce.

As for the children in these cases, we must not forget that they have inevitably suffered from the tension in an unhappy home, being pulled first one way and then another by conflicting loyalties. It may be easier for them to adjust to a complete break, despite the obvious disadvantages and inadequacies of a broken home. Or it may be harder.

But fortunately couples who come for help in such situations often find that they can learn to live together—if they are really anxious to make a go of it for their own sake, as well as for the children. One or both of the partners may be able to change and to give up some of the childish immaturities and dependencies. For everyone, successful marriage is a continuous process of adjustment and development. Our childhood illusions of happiness for the asking have to be revamped to meet real situations as they come. A skilled outsider can often break a deadlock and guide this process of growth and adjustment. With renewed courage and growing insight married people can often build up new attitudes toward each other and toward the family as a whole.

Suggestions for Study: Parents in Perplexity

GUIDING PRINCIPLES

I. The Need for Family Guidance Services

Many families are in need of counsel today. Rapid social changes have increased the normal perplexities of family life. The older, less formal sources of help are no longer generally available. High rates of divorce, delinquency and mental illness attest the seriousness of the problem. Organized family guidance services are designed to meet this need. They have grown up under the auspices of many different agencies which deal closely with human problems.

II. Family Guidance in a Parent Education Organization

Parent education provides a particularly fortunate setting for family guidance work. Examination of childhood needs and parent child relationships brings many of the deep-seated problems of family life to the surface. But the more personal issues cannot be handled in open group discussion. There is a splendid opportunity for preventive psychiatry at this point, if individual help is available before these problems reach an acute phase. Parents find such help easier to accept in a familiar, friendly setting. But work on this level requires a highly trained professional staff, psychiatrically oriented and supervised.

III. Family Counselling and Delinquency

Studies of delinquents and criminals have demonstrated clearly that unsatisfactory family relationships play a major part in warping personality and character. They produce the emotional drive behind many kinds of delinquent and criminal behavior. Unfortunate family relationships can often be greatly improved if professional help is available when problems first appear. Family guidance services might avert many of these social tragedies and save the individuals much suffering.

QUESTIONS FOR DISCUSSION

1. What is the attitude of psychiatry toward human behavior? How does it differ from the moralistic approach? Does this mean that psychiatry is amoral? How can psychiatric counselling make for better families? Better individuals? Why do many theological schools offer courses in mental hygiene and professional counselling?

2. Ralph, aged ten, has always been a difficult child, much less tractable and even-tempered than his older brother. Several times in the past year Ralph has stolen money from his mother's purse, and his father punished him severely on each occasion. Recently Ralph was caught stealing at school. His parents, both strait-laced and very respectable people, are overcome with shame and horror. What should they do? Will further punishments and deprivations cure the boy? Will reasoning with him be effective? Will he surely become a criminal? Where might his parents turn for competent help? Can you suggest any possible clues to Ralph's stealing?

3. Mrs. Hunter is having great difficulty in training her baby, Joan. This mother is unusually fastidious and the child's lapses from cleanliness disturb her greatly. Mrs. Hunter made a great point of early bowel training and she boasted that Joan was clean at six months. But now at eighteen months the baby has relapsed and soils herself frequently, despite scoldings and punishment. Mrs. Hunter is certain that Joan knows better—that she's just "deliberately naughty." Do you think that a guidance specialist might help this mother? Would you regard this as a problem requiring such serious attention? Why?

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by William Healy and Augusta Bronner Yale University Press

A PARTIAL LIST OF RECOGNIZED CONSULTATION SERVICES

We list below a few of the more recognized Consultation Services in various parts of the country. Undoubtedly there are many other accredited services, but the ones listed are those with which the Child Study Association has had some personal contact.

I. *Developed through parent education organizations and nursery schools:*

Family Guidance and Consultation Service, Child Study Association of America, 221 West 57th Street, New York, N. Y.

Los Angeles Child Study Center, 1152B South Cochran Avenue, Los Angeles, Calif.

Chicago Association for Family Living, 220 South State Street, Chicago, Ill.

Advisory Service for College Women, Merrill-Palmer School, 71 East Ferry Avenue, Detroit, Mich.

Psychological Service, Riverside Church School, Riverside Drive and 122nd Street, New York, N. Y.

II. *Developed through maternal health or social hygiene associations or marriage clinics:*

Marriage Counsel of Philadelphia, 253 South Fifteenth Street, Philadelphia, Pa.

Marriage Adjustment Service, Cleveland Maternal Health Association, 2101 Adelbert Road, Cleveland, Ohio.

The American Institute of Family Relations, 607 South Hill Street, Los Angeles, Calif.

Premarital, Marital and Parental Consultation Service of Illinois Social Hygiene League.

III. *Developed through social case work agencies:*

Institute of Family Service, Cleveland Associated Charities.

Family Consultation Service, Associated Charities of Cincinnati, 312 West 9th Street, Cincinnati, Ohio.

Consultation Center of Jewish Social Service Association, 1819 Broadway, New York, N. Y.

Consultation Service, Community Service Society of New York, 105 East 22nd Street, New York, N. Y.

IV. *Developed under church auspices:*

Washington Life Adjustment Center, Mt. Pleasant Congregational Church, Washington, D. C.

Psychological Service, Riverside Church School, Riverside Drive and 122nd Street, New York, N. Y.

V. *Developed under court auspices:*

Reconciliation Department, Dayton Court of Domestic Relations, Dayton, Ohio.

VI. *Developed in connection with college guidance:*

Consultation Service, University of North Carolina, Chapel Hill, N. C.

Guidance Program, Sarah Lawrence College, Bronxville, New York.

Guidance Program in connection with Marriage Courses at Vassar College, Poughkeepsie, New York.

VII. *Developed under YMCA auspices:*

Counseling Service, Boston, Mass.

Book Reviews

The Family in a World at War. Edited by Sidonie Matsner Gruenberg. Harper and Brothers, 1942. 295 pp. $2.50.

It is difficult to think of a group of writers more informed upon the subject of this book than those who have written it—informed not only because they have been thinking about it, but because they have been acting about it, because they have been fighting on the front lines for families and children. Hence the book represents a distillation of collective experience, covering the fields of child study and family counselling, health, defense, education, recreation, social security, mental hygiene, and psychiatry.

In the opening chapter Mrs. Sidonie M. Gruenberg strikes the note of the whole. Calling the family "the cradle of democracy," she states that its purpose is "to produce the human beings who are to give substance and meaning to our civilization," and closes with these words: "The world looks to us to withstand the threats that have temporarily eclipsed democracy in so many other nations. And we shall not fail. We shall preserve what we would defend—our homes and families, our civil rights and protections, our opportunities to discharge our personal obligations as American citizens."

How to fulfill this prophecy is the subject of the book. There is no attempt to evade the issues. That the American family is threatened now as never before is frankly admitted. The disruption of its life, the separation of men in service from their wives and children, the transplanting of hundreds of thousands of people, the sudden growth of "boom towns," with consequent strains upon housing, health, and recreational resources, the limitations of the Social Security Act, the forcing of adulthood upon unprepared adolescents, the dangers of developing intolerance while we are fighting for it—these things are openly faced. The authors also admit many of the weaknesses of our democratic dream. We have not developed a sufficient sense of responsibility or direction in our people, we have not given our youth a chance.

To read the book is to realize how great and how urgent is the responsibility of overcoming these weaknesses, how little time we have to do so. We must rethink many of our fundamental conceptions, must stand ready to give up some of our most cherished ideas. We must make unprecedented material sacrifices—and strengthen every service to families and children. Our families must be helped to maintain an atmosphere of serenity, and a respect for individual worth; adolescents must be given a chance to meet the demands made upon them. We must look ahead and be prepared for the trials England has already gone through. We must look farther ahead still—to the peace which will come, and see that it does not bring to our young people what it brought after the last war.

But if the authors of this book take the measure of our weaknesses and place before us an unprecedented challenge, they also take the measure of our strengths. As we read the book we are heartened by realizing how tough and resilient we are, how far we have come. As one of the authors says, "throughout history, America's tough spots have been her high spots." No one can close the book without feeling sure this will be true again.

AGNES E. BENEDICT

Psychotherapy with Children. By Frederick Allen, M.D. W. W. Norton Company, 1942. 306 pp. $3.50.

This is a book many have been waiting for. It explains in simple, non-technical language what happens to a child who is taken to a psychiatrist or psychologist because his emotional development has been unsatisfactory. Dr. Allen's book takes away the mystery surrounding the field of child psychotherapy and dispels the doubts, awe, or the anxiety with which many parents still look at it. Though the book is directed to professional workers in such fields as pediatrics, social work, education, it also carries an important message to the intelligent parent who wants to have a grasp of the scope and applicability of all those technical professional skills which may be of benefit to his child.

The theme of the book is stated clearly at the onset: "Children with personality and behavior difficulties can be helped to help themselves." Before therapy is discussed, however, some fundamental concepts are clarified: the concept of the growth process as underlying life, as well as therapy ("an episode in life experience"), and the function of the family in the child's growth. Therapy itself is then approached as one of the growth-inducing processes, as a "precipitated growth experience, not apart but akin to life." Growth and therapy both make for a progressive modification of the individual. Emotional maturing means an increasing ability to see oneself clearly and,

(*Continued on page 30*)

Radio Programs for Children

THE following are reviews of juvenile programs which have appeared or reappeared since the last group of reviews in CHILD STUDY.

Little Blue Playhouse. Blue Network. Saturdays, 11:30 A.M.-12 noon, E.W.T. Dramatized biographies of men and women who have contributed to America's greatness in various fields. Effectively presented by a cast of well-trained child actors. Aside from the fact that it provides an excellent proving-ground for future actors on stage and screen, the program offers inspirational and educational entertainment not too exciting for younger children. (7 to 11)

The Sea Hound. Blue Network. Monday through Friday, 5:00-5:15 P.M., E.W.T. A sea-and-land adventure serial in which various South American countries are visited by a ship from the United States on helpful and hazardous missions. Presented in cooperation with the Office of the Coordinator of Inter-American Affairs, the program is aimed at developing good attitudes toward our Latin-American neighbors. Incidental bits of information and overdone foreign accents sometimes get in the way of the action and result in slow-moving program. (7 to 10)

Superman. Mutual. Monday through Friday, 5:30-5:45 P.M., E.W.T. Fantasy in a setting of reality. The fabulous "man of steel" created for the comics is the hero of a series of mystery-adventure stories, sometimes combatting spies, sometimes battling fantastic characters constituting "the menace." At times overnoisy, it nevertheless offers children much that they seem to want—wish-fulfillment and escape, mystery and suspense, with bits of humor relieving the tension at many points. (8 to 12)

Hop Harrigan. Blue Network. Monday through Friday, 5:15-5:30 P.M., E.W.T. The adventures of a young Army pilot and his devoted fighting mechanic who manage to inject themselves into the thick of the war on many fronts: England, France, Russia, and the Battle of the Atlantic. Full of action, danger, and hairbreadth escapes, yet without false excitement, relieved by a goodly sprinkling of highly satisfying humor. Convincing characterization and excellent production. Prepared with a view to stimulating air-mindedness in American youth, its appeal is to older boys. (11 and over)

Don Winslow of the Navy. Blue Network. Monday through Friday, 6:15-6:30 P.M., E.W.T. A naval-flying adventure story revived after several years off the air. The plot is more realistic than formerly, revolving about ships, spies and enemy activities along the coast. Good characterization and production, allowing for the limitations of a transcribed program. The plot is kept at a high pitch of excitement, without any relieving humor, but not too exciting for older boys. (10 and over)

Red Ryder. Mutual. Monday, Wednesday, Friday, 7:30-8:00 P.M., E.W.T. A "Western" presenting complete half-hour episodes all centering about a heroic rider and his Indian child companion. Less skillful in presentation, and decidedly less resourceful in plot than its counterpart, "The Lone Ranger," it is often noisy and confusing. But it seems to have considerable juvenile appeal nevertheless—probably because of its pattern. (10 to 14)

Scramble. Blue Network. Fridays, 7:00-7:30 P.M., E.W.T. A half-hour program sponsored by the National Aeronautic Association with a view to developing interest in its Junior Air Reserve. The greater part of the program is devoted to dramatization of fighting exploits of pilots in the war—sometimes too "talky," sometimes full of legitimate excitement and drama. Part of the program consists of news of developments in aviation. Definitely for the air-minded youth. (14 and over)

MRS. FRANK E. KARELSEN, JR.,
for the Children's Radio Committee

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Books of the Year for Children

Selected by the Children's Book Committee of the Child Study Association

THIS list has been selected and arranged to meet a broad range of reading interest and a variety of individual tastes. The age grouping is not intended to restrict choice, and parents are urged to study the whole list since many books have a far wider appeal than could be indicated. Books listed here are on exhibit at the Association's headquarters. A more extensive list will be published in pamphlet form December 1.

FOR THE YOUNGEST

Ages Two, Three and Four

*THE TALL BOOK OF MOTHER GOOSE. *Illustrated by Feodor Rojankovsky. Harper. 120 pp. $1.00.* The best-known verses in a book with a new shape and intriguing pictures full of fun and action.

LITTLE GOLDEN BOOKS:

BABY'S BOOK. *Illustrated by Bob Smith.*

MOTHER GOOSE. *Selected by Phyllis Fraser. Illustrated by Miss Elliott.*

THE POKY LITTLE PUPPY. *By Janette Sebring Lowrey. Illustrated by Gustaf Tenggren.*

THIS LITTLE PIGGY AND OTHER COUNTING RHYMES. *Selected by Phyllis Fraser. Illustrated by Roberta Paflin.*

THREE LITTLE KITTENS. *Illustrated by Masha.*

THE LITTLE RED HEN. *Illustrated by Rudolf.*

THE ALPHABET FROM A TO Z. *By Leah Gale. Illustrated by Vivienne Blake.*

THE ANIMALS OF FARMER JONES. *Illustrated by Rudolf Freund.*

BEDTIME STORIES. *Illustrated by Gustaf Tenggren. Simon & Schuster. Each 40 pp. Each $.25.* A welcome series of inexpensive picture books, all attractively illustrated and graded from nursery to first grade.

*THE WOOLLY LAMB. *By Helen Hoke and Natalie Fox. Illustrated by Sally Tate. Messner. 16 pp. $1.00.* Children will love to pat this really woolly little lamb in a delightful, simple tale of running away and coming home again.

THE RUNAWAY BUNNY. *By Margaret Wise Brown. Illustrated by Clement Hurd. Harper. 36 pp. $1.50.* A fanciful picture story about a little bunny and why he *didn't* run away.

*THE LITTLE FARM. *Written and illustrated by Lois Lenski. Oxford. 48 pp. $.75.* Mr. Small appears again, this time as a farmer, to tell children, very simply, all about life on the farm.

SATURDAY RIDE. *By Ethel B. Wright. Illustrated by Richard Rose. Scott. 20 pp. $1.00.* An everyday picture-story of a family's overnight train ride. In a durable cardboard book.

THE PANTRY FAMILY.

THE SEWING BOX. *By Isabel Proudfit. Illustrated by Caroline Whitehead. McKay. Each 36 pp. Each $.50.* Two delightfully imaginative little books full of gay adventure about such familiar objects as a percolator and scissors.

LULU MEETS PETER. *Written and illustrated by Charlotte Steiner. Doubleday Doran. 24 pp. $1.00.* Another Lulu book with plenty of action and humor in both story and pictures.

MR. TOOTWHISTLE'S INVENTION. *Written and illustrated by Peter Wells. Winston. 30 pp. $1.00.* Lively pictures and rollicking nonsense revolving about the invention of the locomotive cowcatcher.

*WATCH THE PONY GROW. *By William Hall. Illustrated by Charlotte Steiner. Crowell. 8 pp. $1.00.* Children will be entranced by this appealing little pony, who does actually grow as the pages grow, too.

THE INDOOR NOISY BOOK. *By Margaret Wise Brown. Illustrated by Leonard Weisgard. Scott. 44 pp. $1.00.* Another of this series in which the various house sounds tell a story that will keep children guessing.

THE BLUE GUESS BOOK. *Written and illustrated by Charles G. Shaw. Scott. 46 pp. $1.00.* Bold and beautiful colors illustrate this new riddle book, which children will want to read again and again.

*ANYBODY AT HOME? *Written and illustrated by H. A. Rey. Houghton Mifflin. 24 pp. $1.00.* Something new in a guess book with the picture-answers hidden in the fold of the page.

Ages Five, Six and Seven

*THE LITTLE HOUSE. *Written and illustrated by Virginia Lee Burton. Houghton Mifflin. 40 pp. $1.75.* Sparkling, colorful pictures illustrate an enchanting story of how the little house found out what it was like to live in the city.

THE LITTLE RED LIGHTHOUSE AND THE GREAT GRAY BRIDGE. *Written and illustrated by Hildegarde H. Swift and Lynd Ward. Harcourt Brace. 52 pp. $1.75.* Dramatic illustrations accompany the exciting adventures of this proud little lighthouse on the Hudson River.

*MARSHMALLOW. *Written and illustrated by Clare T. Newberry. Harper. $1.75.* A real, simple adventure story centering about two of childhood's favorite animals, with delightful poems and exquisite pictures.

TINKER: THE LITTLE FOX TERRIER. *By Dorothy K. L'Hommedieu. Illustrated by Marguerite Kirmse. Lippincott. 62 pp. $1.75.* An amusing adventure story with perfect pictures for the very young dog lover.

THREE SMART SQUIRRELS AND SQUEE. *By Margaret Friskey. Illustrated by Lucia Patton. McKay. 38 pp. $1.00.* A picture story in which a forgetful little squirrel is taught by his brothers to remember.

FLIP AND THE COWS. *Written and illustrated by Wesley Dennis. Viking. 60 pp. $1.50.* Exciting action-sketches illustrate this welcome second book about a most engaging colt.

*ZIC-ZAC, THE CROCODILE BIRD. *By Rita Kissin. Illustrated by Charles E. Bracker. Messner. 44 pp. $2.00.* Strikingly beautiful pictures illustrate a fascinating tale of the African jungle, of animals, birds and fierce natives and of the strange friendship between the Crocodile Bird and the Crocodile.

†THE WISHING-WINDOW. *By Hortense Flexner. Illustrated by Wyncie King. Stokes. 55 pp. $1.50.* A warm and touching story of two children in war-torn France where fancy is free even if children aren't.

*JOHNNY JUMP UP. *By John Hooper. Illustrated by Regina Bode. Macmillan. 42 pp. $1.50.* A lively picture of the "horse and buggy" days in which Johnny, aged eight, drives his father's mail stage to Bucksport all by himself.

†SOLDIER SAMMY. *By Marion Gill MacNeil. Illustrated by Pelagie Doane. Oxford. 46 pp. $1.00.* A timely story of a little boy who learned what it is to be a really good soldier.

* Books starred are of outstanding quality.
† Especially valuable for interpreting today's world to children.

Books for Boys and Girls

DAUGHTER OF THUNDER
By GRACE E. MOON

A little Navaho girl with courage and resourcefulness brings peace to her tribe. A modern and interesting Indian story. (Ages 10-14) $2.00

MATILDA AND HER FAMILY
By MIRIAM E. MASON

How a black, ambitious and independent cat brought up her large family. Appealing illustrations by Meg Wohlberg. (Ages 6-8) $1.50

HANDKERCHIEF HOLIDAY
By FJERIL HESS

A novel for young people about foreign community work in New Jersey in 1917. Its problems are amazingly similar to today's. (Ages 12-16) $2.00

PANCHO
and the Bull with the Crooked Tail
By BERTA and ELMER HADER

An amusing old Mexican tale with many color pictures, about a little Mexican boy who caught a ferocious bull. (Ages 6-10) $2.00

SMOKY BAY
By Steingrimur Arason

A young boy of Iceland dreams of coming to America. A fine picture of life on this important island. Illus. (Ages 8-12) $2.00

AIR PATROL
By Henry B. Lent

The exciting story of a young Coast Guard flyer—his training, routine work and adventures. Many photographs. (Ages 12-16) $2.00

THE WHITE HORSE
By Elizabeth Coatsworth

Sally and Andrew, aboard "The Fair American," are seized by pirates and become captives in a Moroccan palace. Illus. (Ages 8-12) $2.00

THE SNOW QUEEN
Illustrated by
Doris and George Hauman

One of the favorite old fairy tales by Hans Christian Andersen with beautiful new color pictures by two distinguished artists. (Ages 8-12) $2.00

A BOOK OF MYTHS
By Helen Sewell

Well-known stories from Bulfinch: "Age of Fable," illustrated with striking pictures in a rich classic technique by a famous artist. (Ages 12-16) $2.50

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NO TIME FOR FUNNIES. *Written and illustrated by Ann Todd and Rosalie Slocum. Oxford. 56 pp. $1.25.* Another Linda story of everyday happenings to delight young readers, particularly girls.

THE STORY OF PANCHO. *Written and illustrated by Berta and Elmer Hader. Macmillan. 52 pp. $2.00.* How a little Mexican boy became a hero and won a prize for capturing a wild bull with a crooked tail.

JIM'S THE BOY! *By Edward W. Mammen. Illustrated by Jessie Robinson. Harper. 36 pp. $1.25.* A book full of fun, all about three utterly delightful characters who discover, by working together, an extremely satisfactory way of living.

THE SECRET VOYAGE. *Written and illustrated by Gordon Grant. Morrow. 62 pp. $1.50.* Tommy's magic paint brush produces ships, sailormen, and a quest for treasure—and when things get out of hand, causes them to disappear again.

HUNDREDS AND HUNDREDS OF PANCAKES. *Written and illustrated by Audrey Chalmers. Viking. 40 pp. $1.00.* Delightful nonsense and amusing pictures about the eight Frizzlewits and how they fed pancakes to the animals of the zoo.

*THE MERRY SHIPWRECK. *By Georges Duplaix. Illustrated by Tibor Gergely. Harper. 32 pp. $1.50.* An unusual, fanciful animal story full of action and illustrated with amusing and colorful pictures.

HI-PO THE HIPPO. *By Dorothy Thomas. Illustrated by Ruth Gannett. Random House. 36 pp. $3.00.* Superb lithographs illustrate this unusual story of Mr. and Mrs. Hippo and how they adopt a baby.

*ELIZABITE. *Written and illustrated by H. A. Rey. Harper. 30 pp. $1.50.* Told in clever rhyming couplets, with sparkling illustrations, this is a delectable nonsense tale, filled with children's favorite slapstick humor.

*CECILY G. AND THE NINE MONKEYS. *Written and illustrated by H. A. Rey. Houghton Mifflin. 32 pp. $1.75.* Another hilarious picture-story about monkeys, this time with the addition of an ingenious giraffe.

*TIT FOR TAT. *Written and illustrated by H. A. Rey. Harper. 30 pp. $1.50.* A most amusing invention by Prof. Angus Appleface will keep children laughing until the very end and teach them a moral besides.

THE TRUCK THAT FLEW. *Written and illustrated by Dudley Morris. Putnam's. 28 pp. $1.50.* The rollicking, imaginative adventures of Timothy, who finally *did* go to sleep. Vivid, exciting pictures.

FOR THE ELEMENTARY YEARS
Ages, Eight, Nine and Ten

MATILDA AND HER FAMILY. *By Miriam E. Mason. Illustrated by Meg Wohlberg. Macmillan. 144 pp. $1.50.* A friendly, appealing little story, all about cats and a family who loved them.

THE TRUE STORY OF FALA. *By Margaret L. Suckley and Alice Dalgliesh. Illustrated by E. N. Fairchild and photographs. Scribner's. 62 pp. $1.75.* America's "First Dog"—the Scotty that goes everywhere with the President—makes a most appealing story.

STABLEMATES. *Written and illustrated by Margaret S. Johnson and Helen Lossing Johnson. Harcourt Brace. 104 pp. $1.75.* Absorbing story of a hunter and his sister horse—their actual training and an accident which separated them. Beautifully illustrated.

SNOWBALL: ADVENTURES OF A YOUNG GORILLA. *By Osa Johnson. Illustrated by Arthur August Jansson. Random House. 52 pp. $1.50.* True story of a lovable little gorilla, transported from Africa's jungle to life in a big city.

*MR. BUMPS AND HIS MONKEY. *By Walter de la Mare. Illustrated by Dorothy P. Lathrop. Winston. 70 pp. $2.00.* The engaging tale of a monkey who achieved fame and fortune in the theatre, but who preferred living in the jungle with his own kind. Fine writing and illustration.

*TOM WHIPPLE. *By Walter D. Edmonds. Illustrated by Paul Lantz. Dodd Mead. 70 pp. $2.00.* A Yankee lad's yearning to see the world takes him to sea, and finally to a rare adventure with Russia's Emperor. A gentle yet exciting historical yarn—written and illustrated with distinction.

ANNIE AND THE WOODEN SKATES. *By Margaret Friskey. Illustrated by Lucia Patton. Oxford. 62 pp. $1.50.* Little girls will enjoy the experiences of Annie Lee, middle daughter of Robert E. Lee, during her days at Arlington before the Civil War.

JOBIE. *By Helen Garrett. Illustrated by Connie Moran. Messner. 206 pp. $2.00.* A simple, realistic story of life on a dairy farm, written with a warmth and feeling that makes country things come alive for city children.

STEP ALONG AND JERRY JAKE. *By May Justus. Illustrated by Christine Chisholm. Albert Whitman. 64 pp. $1.50.* In which a traveling peddler helps a little mountain boy to realize his fondest dreams of crossing the hills to the world beyond.

†AUGUSTUS HELPS THE NAVY. *Written and illustrated by LeGrand. Bobbs-Merrill. 128 pp. $1.75.* Again the resourceful Augustus and his itinerant family—this time in an exciting encounter with spies on the Maine Coast.

WAY DOWN CELLAR. *By Phil Stong. Illustrated by Kurt Wiese. Dodd Mead. 160 pp. $2.00.* Lively modern boys keep a small Connecticut town in an uproar with their exploits in a secret tunnel—relic of pre-Revolutionary intrigue.

THE QUESTIONS OF LIFU. *Written and illustrated by Eleanor Frances Lattimore. Harcourt Brace. 104 pp. $2.00.* A charming story of childhood in the China of today.

SANDALIO GOES TO TOWN. *By Katherine Pollock. Illustrated by Rafaello Busoni. Scribner's. 144 pp. $1.75.* The customs and practices of farm life in Chile in the happy story of a peasant boy and his calf.

*JOHANN SEBASTIAN BACH. *By Harriet F. Bunn. Illustrated by Rafaello Busoni. Random House. $1.00.*

*FREDERIC CHOPIN. *By Andre Maurois. Illustrated by Everett Shinn. Harper. $1.75.* The life and times of two great musicians, told in stories with human and intimate touches, exquisitely illustrated.

*BAG OF SMOKE: THE STORY OF THE FIRST BALLOON. *By Lonzo Anderson. Illustrated by Adrienne Adams. Viking. 180 pp. $2.00.* A fascinating historical story of the development of lighter-than-air craft.

*THE DOLL WHO CAME ALIVE. *By Enyo Tregarthen. Illustrated by Mora Unwin. John Day. 76 pp. $2.00.* An enchanting fantasy of a little girl and her beloved doll companion, written and illustrated with distinction and true child-like appeal.

*POO-POO AND THE DRAGONS. *By C. S. Forrester. Illustrated by Robert Lawson. Little Brown & Co. 142 pp. $1.75.* A slyly humorous fantasy by the author of Captain Hornblower, of dragons which make themselves at home in a sensible English household. Fun for adults, too.

CINDER IKE. *By Hope Newell. Illustrated by Anne Merriman Peck. Nelson. 122 pp. $1.75.* A cheerful little fairy is the center of this sparkling Irish boy-and-girl adventure story.

*HOW OLD STORMALONG CAPTURED MOCHA DICK. *By Irwin Shapiro. Illustrated by Donald McKay. Messner. 48 pp. $1.50.* Vigorous writing and hilarious pictures give zest to this tall tale of the legendary sailor who rode bareback on the great white whale.

THE BOY WHO COULD DO ANYTHING, AND OTHER MEXICAN FOLK TALES. *By Anita Brenner. Illustrated by Jean Charlot. Scott. 136 pp. $2.50.* A fine book of folk tales from Mexico—brief, varied and full of flavor.

* Books starred are of outstanding quality.
† Especially valuable for interpreting today's world to children.

HARPER BOOKS

Marshmallow

By Clare Turlay Newberry. The author of *April's Kittens* tells the charming story of her cat Oliver, and how he made friends with a little white bunny. "One of the season's nicest picture books for small children."—*Boston Herald.* Over 20 stunning two-color pictures, with a duplicate of one for removal and framing. Ages 4 to 8. $1.75.

Night and Day

By Margaret Wise Brown. Picture book about two cats—one who loved the night and one who loved the day. "The pictures are very effective. . . . Should prove useful to parents who wish to cure their children of the fear of the dark."—*Library Journal.* Two-color pictures. Ages 3 to 6. $1.50.

Frederic Chopin

By André Maurois. "A superb, brief, moving biography of the great Polish composer."—*Virginia Kirkus.* Thirteen full-page pictures in color by Everett Shinn. All ages. $1.75.

Christmas in the Woods

By Frances Frost. "Beautiful! A book to hold in the hand and the heart for a long time, to treasure lovingly."—*Clara Breed, San Diego Public Library.* Exquisitely illustrated by Aldren Watson with ten full-page pictures in two colors. Hand-set text. All ages. $1.00.

The Tall Hunter

By Howard Fast. About a follower of Daniel Boone. "As usual, Mr. Fast tells a story so effectively that you can never forget what he writes."—*Virginia Kirkus.* Striking drawings by Rafaello Busoni. Ages 10 and up. $1.75.

These Happy Golden Years

By Laura Ingalls Wilder. The last and most beautiful book about the beloved Ingalls pioneer family of *Little House in the Big Woods,* etc. Laura teaches her first school. She and Almanzo Wilder "keep company"—there are sleigh rides in the winter, buggy rides in the summer, and singing school. Laura and Almanzo become engaged; then they are married and Laura goes to live with him in a new little house on the prairie. Ill'd. Ages 9 and up. $2.00.

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C.S. 12

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FOR THE INTERMEDIATE YEARS
Ages Ten, Eleven and Twelve

†A GREEN FIELD FOR COURAGE. *By Carroll Trowbridge Cooney, Jr. Illustrated by Eugenie Carhartt. Howell, Soskin. 206 pp. $2.00.* Warm and sensitive story of a boy who, with his beloved tin soldiers, fights a real battle and wins through to the best kind of peace.

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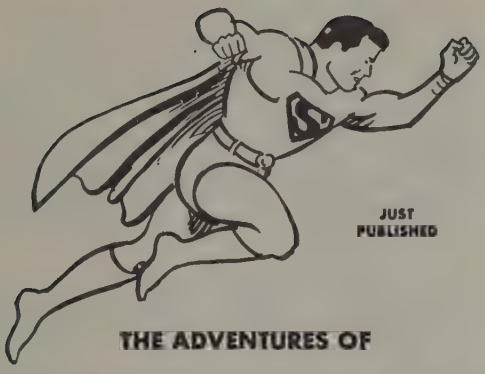

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(*Continued on page 32*)

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FAMILY GUIDANCE

(*Continued from page 7*)

Situations of this type and many others can be handled by the counsellor entirely through the parents and with no contact with the children. The cry of most child guidance agencies has been that children's difficulties most frequently result from parental mismanagement and maladjustment, or from unsolved problems in the adults. The Consultation Service of the Child Study Association therefore grasped the opportunity to direct its efforts frankly to the parents —usually the mother. This attack has been a fruitful one, and is still the largest portion of the work.

This type of work is primarily preventive, and, like other preventive work, cannot well be dramatized, for we can never prove just what has been prevented. We can never demonstrate any before-and-after contrasts. Nevertheless we feel confident that the work has been of extreme value to the families involved and that there is every reason for extending and strengthening it. But we are aware that working with children only through the parents cannot fully meet every need.

Some children definitely require direct personal contact with someone qualified and experienced in the child guidance field. The child guidance aspect of the Consultation Service developed around 1938 and came into existence because the parents themselves literally clamored for it. "I want *you* to see Joan," they said to the counsellors. "Why must I take her somewhere else? This is where I feel comfortable."

In a period of national emergency those who are most experienced know well that time spent in learning to understand the needs of our own children, and children everywhere, under rapidly shifting conditions, is time well invested. The strength of the nation depends upon the strength and cohesion of its individual citizens. Character is made not in schools alone, or in training camps, but primarily in families. And it is made by the early experiences that bind parents and children and brothers and sisters to each other in bonds of loyalty. Whatever threatens these loyalties threatens the nation.

At all times, but especially today, the family itself, and the means by which it can be preserved and strengthened, must be among our first concerns. There is an unmistakable demand among all parts of the population for sympathetic and competent guidance. We must develop services to help men and women clearly see their own essential needs and difficulties and to find their way amid the intricacies of modern life, now heightened by the exigencies of war.

ROOTS IN THE PAST

(*Continued from page 8*)

the public clinic until more acute disturbance had developed. Adequate service for the moderate income group does not exist, and even when money is available the implications of treatment in a purely medical set-up are hard for many to accept.

In 1928, therefore, the Child Study Association opened its Family Guidance and Consultation Service —to meet the expressed needs of its own members and to serve as an experimental demonstration center for the whole parent education movement.

From the first the work was carried on by a professionally trained staff under the guidance of an advisory board of psychiatrists. Cases were selected in accordance with carefully-thought-out standards. Those which required intensive therapy or collateral social work service were referred elsewhere. In the early years no children were treated directly. As an adjunct of a parent education organization, the service concerned itself mainly with those problems which seemed most easily helped through a change in the parents' attitudes. If direct therapy for the child seemed indicated, this was arranged, whenever possible, through private psychiatrists or social agencies. After about ten years, however, this plan was changed to include some direct work with children. Again the change came in answer to the repeated demands of the membership, who felt that the needs of their children were not being met adequately elsewhere.

Parents who have known the Association for years and participated in some of its many activities, seem to find it relatively easy to accept individual counselling in this setting. Even for "outsiders," the implications of therapy in a friendly educational association seem less threatening in this guise. It makes an easy first step, too, for the more seriously troubled individuals who are in need of deeper therapy.

Not only the families directly served, but the entire organization has benefited by the operation of the Family Guidance and Consultation Service within its framework. Staff members have gained a deeper insight into human problems and a readier ability to sense the hidden need behind the simple question. Thus they have greatly enriched their day-to-day educational work with individuals and groups and the content of their published materials. What is learned in counselling individuals is reinterpreted for the benefit of all parents.

Moreover, the tolerant psychiatric attitude toward human behavior has seeped through to a large part

of the membership. Difficulties in adjustment are not such shameful skeletons—to be hidden away in family closets—when it is tacitly assumed that any normal family has such problems to face from time to time. It is reassuring to know that one can get help without criticism.

Through its staff and membership, through the leaders it trains, and its widely used publications, the Association is helping to spread this attitude throughout the community. For this aspect of its work alone, we feel that the Consultation Service has been infinitely worthwhile.

INSIDE A CONSULTATION SERVICE

(*Continued from page 13*)

was an only child, much indulged by his mother. In many subtle ways she still tried to manage his life. When the father went on business trips she had made it a custom to have Fred share the bed with her. On his own initiative Fred had recently told her that he preferred his own bed in his own room and refused to sleep elsewhere.

Fred approached the counsellor with an air of superiority and suspicious reserve. When he found out that the counsellor was willing to listen and share his interest in movies and Western stories without disapproval, it was easy for him to come back for more interviews. Soon he brought stories he had written, modeled after those in the magazines, as well as pictures he had painted, depicting the scenes of fighting which he had seen in movies or read about. His favorite picture always was hung in a prominent place in the counsellor's office. During these visits little or nothing was said about his misbehavior; it was left to Fred to refer to it. But as time passed, his hostility and aggression toward his mother gradually became strongly verbalized, and he talked also about his daydreams of fighting, greatness, heroism and violence. It took considerable time until he could voice his secret worries about his physical development, his short stature, his flat feet, which made him feel inferior and inadequate. The fact that he was expected to dress meticulously, to wear a jacket even on hot summer days (to please his mother), emphasized his difference from the other boys for him.

There were no difficulties in persuading the family to allow him to choose his clothes himself and to let him enjoy the sloppiness and comfort of his own liking. They were willing also to see that his need for movies and pulp literature was legitimate as long as they did not interfere with his school attendance. With these small victories as bargaining points, Fred agreed, and kept his agreement, to attend school regularly. His allowance—which had been previously taken away as punishment—was restored, and at times he was even invited to go with his father to the movies or treated to a magazine.

By the end of two months Fred had begun to spend time with other boys; he became more reasonable at home and showed more care about his school work. A high school student was engaged to tutor him in mathematics, his weakest subject. At the end of the school year he was promoted "on condition." His need for movies and magazines had subsided, and at the end of his period of interviews with the counsellor he was going to the movies only twice a week, on Saturday and Sunday, and buying only about two funny magazines a week. He developed a liking for a girl and began to feel more comfortable with the other boys. When it was recommended that he go to a summer camp, an idea which he had abhorred all his life, he decided to give it a trial. He went and enjoyed it, he learned to dance, he entered athletic contests, and won a sharp-shooting medal. During the summer he lost weight and began to grow taller.

A follow-up study (including Fred, his parents and teachers) after six months revealed that the development was satisfactory for everybody concerned in the case.

There is no doubt that Fred's acute behavior difficulties were related to more deep-seated problems which this type of limited treatment cannot touch. No attempt was made to reach that level. It was believed, however, that the measures taken to alleviate his acute unsocial reactions and to bring him back into contact with the environment from which he had withdrawn, would, if successful, offer the best chance for him to work his own way back to normal growth. The fact that Fred had the support of an understanding adult counsellor with whom he could share his anxieties and hostilities and that he came slowly to recognize for himself some of the problems of his maturation, progressively diminished his need for escape into an imaginary world. There is no doubt, too, that the changed attitude of his family was an important factor in bringing about Fred's improvement.

There is no such thing as established routine in the life of a family counsellor. For several days or weeks, it is true, she may encounter only problems that need a suggestion here, an encouraging word there. But she must always be prepared for the unexpected turn of events and for the question hidden beneath the question. In the midst of a busy day, with perhaps a train to be caught for an evening lecture engagement out of town, she may unexpectedly find herself confronted with an anguished mother who is just beginning to realize that the baby for whom she waited for years and years, and whose coming was greeted so joyously, is mentally subnormal. This mother cannot be hurried in the realization that it will take time—time for plans, time to find a friend in the counsellor who will stand by her, time for tears, time, too, to regain faith in her ability to have another and a normal child.

Here may come a mother corroded by the bitterness of a divorce, so blinded by anger at her child's father that she would rather hurt him than help the child.

Or here comes a father who has never had the courage to tell his small son that his mother died two months ago and who has been sinking deeper and deeper into fabrications about her "coming back."

How can he extricate himself now, he asks. Far more is required here than the "right words."

Then there is the mother who can scarcely speak English and who rushes in, without an appointment, late in the afternoon, because her boy has been involved in an automobile theft and taken into custody. Time must be taken, no matter what else presses, to offer her some word of friendship, some hope that there are people in the world who care what becomes of him and of her. And tomorrow she must be helped to find an agency which *does* care and *can* help.

These are just a few of the situations that any family counselling agency comes up against and that the Consultation Service meets time and time again. One thing is certain—the deepest needs, the most difficult problems, always crop up, and always when they are least expected, and each is wholly individual. They fit into no groove; no formula in the world can meet the individual human need involved.

It is certain, too, that in spite of the essential part that experience and years of professional training play in the counsellor's equipment, these things are never a substitute for maturity of feeling. Though intellectual grasp is important, she will also need patience, flexibility, and sensitiveness. Above all, perhaps, she will need humility and deep respect before this ever-recurrent spectacle of human beings struggling to find greater harmony in their relations to one another.

SCIENCE CONTRIBUTES

(*Continued from page 14*)

be sure, there was no regularity in his eating and sleeping cycles during the first few weeks, but I was recuperating in bed, and it made no difference to me when I nursed him. Before I was ready to go out of the house, he had already established the practice of settling down for a three- or four-hour sleep after a nursing, so that I could stay away for short periods if I chose. By the tenth and eleventh week the fluctuations which occurred from day to day were so slight that they caused no major readjustments in our household routine.

It was the baby himself who determined the length of time he would take for each nursing. As long as he stayed awake and wanted to nurse he was allowed to do so. When he fell asleep and discontinued nursing, he was not prodded to take more. Sometimes during the first days of life he seemed unable to stay awake long enough to complete a feeding. He would nurse for three or seven or ten minutes, then fall asleep, to awaken shortly and demand further feeding. At other times he nursed for phenomenally long periods of forty-five and, on one occasion, sixty minutes. By the sixth or seventh week these extreme variations in nursing time had disappeared and he began more and more to settle down avidly to the serious business of filling his stomach, taking the major portion of his feeding in six to eight minutes, then perhaps prolonging the fun with playful nursing and cooing. Each feeding period was stopped, not by the clock but by the baby indicating that he had had enough—enough food to fill his stomach, enough sucking and cuddling to satisfy his needs for warmth and affection.

Like all breast-fed babies, my baby took as much or as little at each feeding as he wanted. Because for purposes of our study we were interested in knowing his exact intake, we began on the sixteenth day to compute it by weighing him before and after each feeding. We found that there were wide variations from feeding to feeding in the amount which he took, sometimes three times as much as at others, although in all instances the feeding was not terminated until he had indicated that he was satisfied. The nursing time and amount of milk consumed had no direct relationship to one another. Sometimes he would take less milk at a long than at a short nursing.

I feel most enthusiastic about this method of raising a baby. It was extremely satisfying to me to give my baby food whenever he wanted it and in accordance with his needs. There is something simple and natural about the program that made me feel all the time that I was raising the baby in the natural, spontaneous manner that mothers in most societies have used through the ages. The results have been gratifying. My baby cried extraordinarily little, and with few exceptions settled down comfortably to sleep after each feeding. In fact, my doubting neighbor who had said to me warningly, "You will spoil him," later said, "Your house is so quiet I wouldn't know that you have a baby around."

Now that he is nineteen months old, this baby has a steady record of good health and normal development behind him, and a record of an easy acceptance of a gradual weaning process and of self-feeding. In fact, for quite a time now he has tugged his own table and chair into the accustomed place, and shoved a variety of foods into his mouth with ever-growing skill, often begging for food so fast, that it keeps me on the jump. What mother could ask for more?

BOOK REVIEWS

(*Continued from page 18*)

consequently, of being able to function in relation to others with an increasing awareness of one's own problems.

The emphasis which Dr. Allen puts on the increasing capacity of the child to regulate his life in terms of self-awareness, of his progressive differentiation from the environment of which he was originally a part (father, mother, family), takes up the thread which Anna Freud began to spin in her early approach to child therapy. Both consider therapy with children as an educative process in which the confidence in powers of expression and feeling have to be mastered under unique and favorable circumstances when the ordinary influences of life have failed to stimulate the child toward normal growth. Psychotherapy is the term given to this process. The various phases of therapy and different types of problems are well illustrated by case material and attain the kind of clarity and simplicity which only experienced professional insight and masterful presentation can achieve.

Unfortunately, the rôle of the parent in relation to children's problems has not received enough attention here. Dr. Allen promises to make up for this shortcoming in a later volume. The beginning chapter, full of generalizations, may discourage the lay reader, so it is suggested that he skip it, rather than put the book aside. *Psychotherapy with Children* is rewarding reading and deeply human in the handling of its subject.

PETER BLOS

The Run of the House. By Charlotte Adams. Macmillan Co., 1942. 266 pp. $2.25.

The Run of the House is not just another book about household management—it is more than anything else a book about living at home. Mrs. Adams had done a superb job of showing that running a house well starts, carries on, and ends with an appreciation of the well-being and happiness of those who have the run of that house. She does this with knowledge, imagination, and taste, combining a sensitive understanding of the human factors which affect the management of a household with a practical and realistic approach to the everyday problems of everyday family life.

The Run of the House gives the beginner, besides a great many sensible suggestions about household planning, operation, and equipment, a fine sense of proportion about relative values in housekeeping and home living. The old hand can get all that, too (and even the experienced will find plenty of new ideas), but above all she will get a real feeling of the worth and dignity of her art, and a renewed appreciation of the goals of her efforts.

Parts of the book deserve special mention. Mrs. Adams, who was the original food editor for the newspaper *PM*, has a flair for food, and this invigorates the chapters on meals, marketing, and entertaining, giving one the sensation of having found a batch of new recipes, although no recipes are actually given. Her opening chapters on how we want to live, and how to live the way we want to, are provocative, and set the tone for the whole book. The chapter on children's rooms—and, in fact, her comments on children throughout—show a deep understanding of children's needs and development, and of their relation to the rest of the household. Her remarks on entertaining are founded on a warm feeling for hospitality. Mrs. Adams manages to cover a lot of ground without becoming superficial, and *The Run of the House* has the broadest appeal. In fact, the very wide range of her household knowledge is one of the things which make this book most useful and fun to read. All in all, the pungent and humorous style makes this a rare and delightful book as well as a useful one.

RUTH A. MATSON

Sex Guidance in Family Life Education: A Handbook for the Schools. By Frances Bruce Strain. Macmillan Co., 1942. 340 pp. $2.50.

The field of sex education has been filled with controversy and confusion for two generations. Victorian silences were at first replaced by detailed lectures on biology. But parents and teachers soon found that sex education was not such a simple intellectual matter. Schools which are honestly trying to meet their obligations to both young people and parents find themselves beset by many baffling problems. They will welcome Mrs. Strain's book as a real contribution.

Here is sound philosophy on the respective functions of home and school in the child's education. Here, too, is practical advice, concrete and specific, by one who has long experience in school work in this area. Some of her chapters include: Gaining Community Support; Matters of Organization; Needs at Various Age Levels; Qualifications of Teachers; and Counselling Centers. Mrs. Strain wisely emphasizes a dynamic understanding of young people and children as all-important. She has much to say that will benefit parents and school people alike.

SIDONIE MATSNER GRUENBERG

News and Notes

Volunteer Training

The second training course in the Child Study Association's program to train volunteers for wartime work with children started October 5. Dr. Alice Keliher, recently appointed Director of Child Care for the Greater New York Civilian Defense Volunteer Office, will distribute the new C.D.V.O. certificates for Child Care Aids to the graduates of this course.

Out of the 47 who received certificates after last year's course, 39 were placed at once. A quick follow-up in May showed 29 out of the 39 still on the same volunteer job. About half of these were working directly with small children in day nurseries, settlement houses, clinics. A second follow-up study now under way shows a dropping off of working volunteers—only about 20 are now working regularly on volunteer jobs. Reasons: five are having babies, several have moved out of town with husbands who are on war jobs or in the armed services (some of these are working as volunteers in their new localities), some have taken paid jobs, some are having maid trouble or illness in the home. All these reasons reflect the war and its disruption in the home, and show the need for more and more volunteers. Some success stories: four of the volunteers have gone on to supervisory work in child care; four are now training other volunteers in Manhattan, Long Island, and Tennessee.

The Association's third volunteer training course will begin on January 4.

New Radio Programs

The Child Study Association is sponsoring a new radio program, to be called "Children in Wartime," which will be presented by the Columbia Broadcasting System on a nationwide hookup. Beginning January 5, 1943, these programs will be heard every Monday at 4:30 P.M., Eastern War Time, over WABC, and correspondingly one hour later on the Columbia network in each of the more westerly time zones. In simple language, they will aim to give an understanding of the fundamental needs of American children in wartime to parents, child-care aids, and all the grandmothers, sisters, and aunts who nowadays find themselves with the whole or part-time care of children suddenly in their hands. These broadcasts will be written and presented on the air by Pauline Rush Fadiman, editor of CHILD STUDY magazine.

Education in Wartime

The Public Education Association has organized a series of mass meetings to protest education becoming a war casualty. The Association feels that effective education is being threatened now, that delinquency will rise, and children's health standards will be lowered. Plans are now under way, for example, to cut the school budget in New York City. Yet England, which has been in the war two years longer than we have, has not been so short-sighted—the school budget there has been increased over fourteen million dollars.

At the next meeting, the subject of which is "Recruiting Morale through Recreation," to be held on December 3, 1942, at the Hotel Astor, the speakers will include: Paul V. McNutt, Chairman of the War Manpower Commission; Mark A. McCloskey, Director of Recreation, Office of Defense, O.E.M., and Ellsworth B. Buck, President of the New York City Board of Education.

Child Health Exposition

An exposition for parents in the form of a National Child Health and Welfare Exposition will be held at Madison Square Garden, in New York, from December 15 to 20.

It is designed to give consideration and graphic presentation to the many problems which have arisen during wartime and to bring to parents a panorama of the social, economic, nutritional, health, and educational problems which affect children in wartime and to show how these problems are being attacked in the various war work agencies.

Wartime Pamphlets

The New York City Committee on Mental Hygiene has published a series of new pamphlets on Mental Hygiene on subjects of special timeliness. They are intended principally for use by professional workers in the field of child care and by defense speakers everywhere in solving wartime problems and wartime emergencies.

The three latest pamphlets include the following: Morale in Wartime, Notes for Air Raid Wardens (Concerning Civilian Morale and Panic), and Balanced Diets and Balanced Personalities.

These pamphlets are priced ten cents each, and five cents in quantities of twenty-five or more, and can be had by writing to the New York City Committee on Mental Hygiene, 105 East 22nd Street.

CHILDREN'S BOOKS

(*Continued from page 26*)

*RADIUM TREASURE AND THE CURIES. *By Irmengarde Eberle. Illustrated by William Sharp. Crowell. 106 pp. $2.00.* The story of radium, its discovery and use, told through an absorbing picture of the lives of the Curies. (12 and over.)

*THE BOYS' BOOK OF COMMUNICATIONS. *By Raymond F. Yates. Harper. 144 pp. $2.00.* Both the history and the mechanics of all the ways of sending words through space, made clear and workable for young enthusiasts. (10 and over.)

SUBMARINES: THE STORY OF UNDERSEA BOATS. *By Herbert S. Zim. Harcourt Brace. 298 pp. $3.00.* The development of this most dramatic of warcraft, its history and modern use, in an excellent exposition, with many photographs. (12 and over.)

FIGHTING PLANES OF THE WORLD. *By Major Bernard A. Lau. Illustrated by Barry Bart. Random House. 72 pp. $1.00.* Up-to-the-minute, clear information about the types of planes battling all over the world. A valuable and moderately-priced book. (10 and over.)

AIR PATROL. *By Henry B. Lent. Macmillan. 170 pp. $2.00.* The work of the Coast Guard Air Patrol, described through the career of a young Ensign, and illustrated with official photographs. (10 and over.)

POP WARNER'S NEW BOOK FOR BOYS. *By Glenn S. (Pop) Warner and Lawton Wright. McBride. 326 pp. $2.00.* Rules, techniques, and training for the major games American boys play, offered with a fine point of view and understanding of boys' needs. (12 and over.)

THE BRIGHT IDEA BOOK. *By Madeline Gray. Illustrated by Robert C. Urban. Dutton. 222 pp. $2.50.* A lively book, full of workable tricks, puzzles, and hobbies, that is a vivid extension of a radio program children loved. (10 and over.)

IF YOU PLEASE! *By Betty Allen and Mitchell Pirie Briggs. Illustrated by Charles Malcolm Allen. Lippincott. 240 pp. $2.00.* A book of etiquette, done with a light touch and a sense of humor. Modern and aware in a way that will win the confidence of young people. (12 and over.)

"THANKS TO RUSSIA MONTH"

Between Thanksgiving and Christmas, the Russian War Relief is circulating a scroll of greeting to the Russian people which is expected to enlist a million signatures throughout the country. Each signer contributes one dollar—to buy surgical instruments and medical supplies for the heroic Russian army.

President Roosevelt's signature heads the scroll, along with Donald M. Nelson, Leon Henderson, Owen D. Young, Dorothy Thompson and many other prominent Americans.

Is your community or organization represented?

Write for your scroll to Russian War Relief,
11 East 35th Street, New York

THE CHILDREN'S BOOK COMMITTEE
of the
CHILD STUDY ASSOCIATION of AMERICA
will hold a

CONFERENCE AND EXHIBIT CHILDREN'S BOOKS—1942

Tuesday, December 1, at 3:45 p.m.
221 West 57th Street, New York City

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Discussion of

REALISM IN CHILDREN'S BOOKS TODAY

—How much realism can they take?

—Shall their books deal with war, race prejudice, social and labor problems?

—What about "escape literature"?

Speakers

HELEN FERRIS
Editor, Junior Literary Guild

SIDONIE MATSNER GRUENBERG
Editor of a New Anthology
"Favorite Stories Old and New"

EDWARD LISS, M.D.
Psychiatrist

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The Exhibit will be open until December 18th

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THE CHILD STUDY ASSOCIATION
announces
a new book for children
by
Sidonie M. Gruenberg

FAVORITE STORIES OLD AND NEW
published by Doubleday, Doran
$2.50